

The Playground

FEBRUARY, 1924

The Play School of the University of California, *Daisy H. Hetherington*

Home Life for the Child *Marietta Johnson*

Right Reading for Children *John Martin*

The Campaign for National Physical Fitness . . . *John J. Tigert*

Community Buildings *Lewis E. Jallade*

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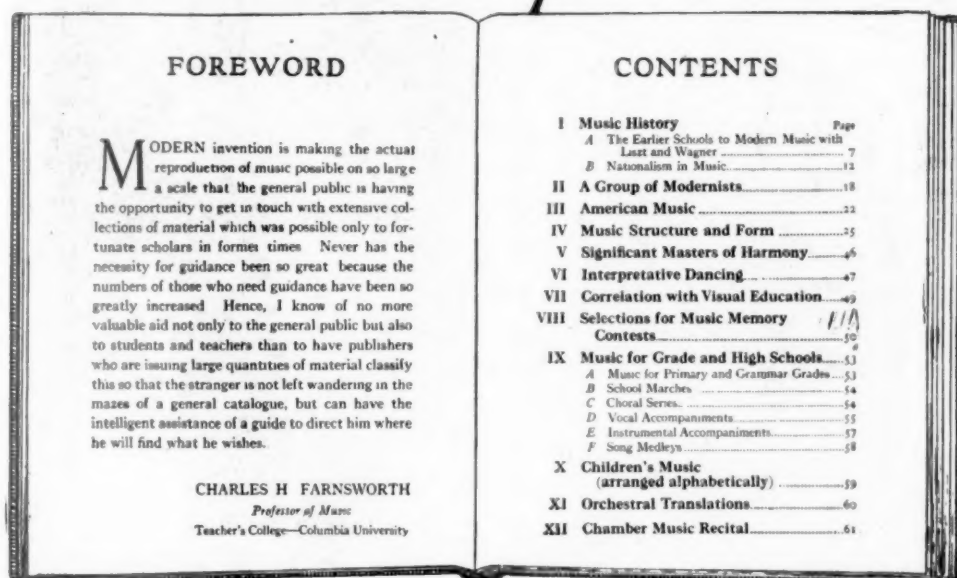
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(See The Gateway of Adventure, by Mary Noe Arrowsmith, p. 603)

The Playground

Vol. XVII, No. 11

FEBRUARY, 1924

The World at Play

Resolutions of Federal Council of Churches.
—(Adopted at meeting of the Federal Council of Churches of Christ in America in the First Baptist Church in Indianapolis, December 13, 1923.)

In view of the country-wide unrest, of the increasingly apparent unwholesome effects of our machine age upon the life and spirit of industrial workers, of the strain of our modern civilization, of the perils of youth arising out of the pressure of commercialized amusements, it is recommended that increasing attention be given by all of our churches and local federations to the subject of recreation and the application of its deeper principles of education, citizenship—development, creative self-expression, character building and community enrichment.

The following resolution was adopted September 18, 1923, by the executive committee of the Commission on the Church and Social Service of the Federal Council of Churches of Christ in America:

It was voted: to approve the request of the Playground and Recreation Association of America for assistance in Illinois and Iowa. These states have passed enabling laws by which communities may assess taxes and appoint community directors of recreation. The Playground Association wishes to educate public opinion to take advantage of these enabling laws in the late autumn and early winter municipal elections.

Foundations of Patriotism.—The Fifth National Convention of the American Legion at San Francisco, California, October 15-19, 1923, passed the following resolution:

Further Resolved, That it is recommended by this convention to every post of The American Legion that following the example of hundreds of posts all over the world, they initiate at once with the assistance of the National

Americanism Commission and with such co-operation as can be obtained from all other public-spirited local organizations, a forward-looking program for their communities which may well include:

"Betterment of schools, recreation, park and playground facilities; furtherance of Boy Scout work and active participation in Scout Troop organization and management; medical clinics, municipal music concerts, public forums, community buildings, city planning, and all forms of better citizenship movements—in fact, after due survey of local needs, every enterprise which will further the well-being, health and happiness of the community.

"The National Americanism Commission shall upon request from the posts furnish suggestions, plans and personal supervision when possible, and in furtherance of that objective that an Advisory Council which may include other than Legionnaires be chosen by the National Commander and the National Executive Committee, the honorary presidency of which shall be tendered to the President of the United States and membership to outstanding citizens who have distinguished themselves in such patriotic work.

"It is further directed that the several departments establish similar bureaus to function within the departments with similar Advisory Councils—the chairmanship of which shall be tendered to the Governor of the State."

National Music Week.—The widespread local observance of Music Week and the enthusiasm of communities over its activities have inspired the National Music Week Committee in its effort to make the observance nationwide May 4-10, 1924. Community Service organizations, Playground Associations and others interested in directing leisure time activities are invited to join in this movement. Joseph Lee, President of the Playground and

Recreation Association of America, is a member of the Committee, the Secretary of which is C. M. Tremaine. The Committee desires to know what communities are co-operating and what plans are being made, and to assist in any way it can in carrying out the plans. The Committee Headquarters are at 105 West 40th Street, New York City.

Plenty of Play Space.—The November issue of the American City magazine tells of a new community which is being developed in Oregon. The facilities for recreation are described as follows:

"Aside from a 6-acre park near the center of the town, which is nearly completed, an area of about 100 acres in the form of a crescent-shaped parkway, 500 to 800 feet wide and $1\frac{1}{2}$ miles long, surrounds the so-called inner city. This is bounded by two boulevards and will be developed so as to provide for the recreation needs of the community. It will have a continuous waterway along its entire length. To the west, at the base of Mt. Solo, a golf course will be developed immediately, and it is expected that another course soon will be added in the hills to the northwest. In addition, portions of the hillsides, together with smaller parks for neighborhood use, a part of the frontage along the Cowlitz River, are proposed as part of the complete park development for Longview. All the outstanding natural beauties of the site will be preserved in park land.

"Ample school grounds, in themselves local parks, have been planned for. Around the grade schools five acres or more have been reserved, and about thirty acres for the use of the junior and senior high schools and a general athletic field."

Volley Ball at Harvard Beach, Michigan.—There are ten teams of men playing volley ball regularly twice a week at the Harvard Beach Community House. And that volley ball makes a wide appeal to men of varied interests and pursuits is evidenced by the fact that teams include business and professional men, employees at industrial plants, fishermen and farmers.

Taking City Planning into the Schools.—Several years ago, Johnstown, Pa., conducted a comprehensive city planning study which

was accepted in January, 1919. But this study did not meet the fate of so many documents of its kind; it was *not* filed away and forgotten! A campaign of education was conducted to create public sentiment in favor of the various recommendations offered in the plan.

Armed with a complete set of lantern slides and with photographs and drawings, representatives of the City Planning Commission went before clubs, lodges, parent-teacher associations and groups of all kinds, to explain the scope of the plan. Realizing that the young people of the community represented the citizens on whom the development of the plans would largely fall, the Commission made their schools their chief objectives. The plan was adopted by the teachers of the eighth grade as a subject for study of the English language under the title of "Future Johnstown."

Mr. Leo Buettner, Secretary of the Commission, met with the teachers of the eighth grade and explained the general plan and the slides. The plan was then divided into six parts—commission; jurisdiction; duties and object; the plan as a whole; thoroughfares; rivers and bridges; parks and playgrounds, and municipal buildings. One part was assigned to each of the six grammar grade schools. The Secretary of the Commission then took slides into each school and explained them to the children, the children asking questions regarding them. The next step was a personally conducted tour of the children to the sites of the proposed improvements. Every child was later required to make an oral and written report on the subject.

In seeking information, the children naturally asked questions regarding the planning of their parents and older friends who very often had to go to City Hall to secure the information. In this way, adults of the community become interested in the project, sections of which have been put into effect.

A New Indoor Horseshoe Club.—St. Paul horseshoe pitchers, Ernest W. Johnson, Superintendent of Recreation, has written, have banded together and formed an organization known as the Indoor Horseshoe Club of St. Paul.

At a meeting of all the Horseshoe Club members of the city, the plan was very enthusiastically received and action was taken immediately to establish indoor courts and to

proceed at once with the membership. At the following meeting sixty members subscribed to the support of the indoor court, and before the organization was completed one hundred members had been enrolled.

Eight regulation courts have been installed with special pins attached to the floor and definite evenings have been allotted to each club.

Industrial Plant Helps.—One of the largest industrial plants of the city of Cambridge, the John P. Squire Packing Company, has taken the initiative in clearing a vacant piece of land adjoining one of its buildings, and by installing shelters and equipment has made an excellent playground for children. This area is located in one of the most congested parts of the city and will be a boon to the foreign-born population.

Radio Raises Morale.—For a number of years the San Francisco Community Service League has been furnishing weekly programs for the boys of Prison 84, Mare Island. Not long ago it occurred to the officials of the League that by the installation of a radio the men would have an opportunity to enjoy the concerts which were being broadcasted daily. As no funds were available for the purpose, an appeal was sent out to all the radio supply houses of San Francisco and each donated a part of a radio set. These were put together by an expert and installed at Mare Island.

Since the installation of the radio the morale of the prison has been raised to a great degree.

San Francisco Circus.—"The big tent was lacking but nothing else." This was the verdict of San Francisco regarding the circus given at the Jackson Playground under the auspices of the Playground Commission, of which Miss M. Philomene Hagan is Secretary.

With flags flying overhead, sawdust under foot and music in the air, four hundred boys did their stunts before an admiring audience of 2,000 mothers and fathers, sisters and brothers and friends. There were 110 clowns—Ringling Brothers never had so many!—ballyhoosers, wild animals with their trainers, acrobats, gymnasts, cowboys, burlesque artists and living statues.

St. Paul's Bathing Beach.—Opening on June 5 and closing September 8, Phalen Beach at

St. Paul last year gave the people of St. Paul the longest season in its history. The attendance far surpassed the record of any previous year. Two hundred thousand men, women and children used the beach. The record attendance for one day was 6,436.

There were two toboggan slides erected for adults and two copper-bottomed slides for children. The toboggan slides were immensely popular and became known throughout the entire North West. The slide has a tower 33 feet high and a chute 100 feet long. Toboggans are made for two and three people and the construction is such that no one can possibly be injured except through extreme carelessness. A starter was placed at the top to see that there was a regular interval between each two toboggans. As a result of this watch, not a single injury occurred during the entire season.

During the major part of the season the regular employees in addition to the manager consisted of eight life guards, nine male and five female attendants, one cashier, one janitor and a watchman. On Saturdays and Sundays a number of extra life guards and attendants were employed.

The gross receipts for the season were approximately \$14,000.

Arbor Day at Allentown.—Arbor Day was celebrated at Allentown, Pa., on October 26, when three thousand children from the public and parochial schools met at River Front Park to dedicate the twenty-nine trees and the shrubbery which they had donated and which they will care for in the future. The program consisted of singing of *America* by the schools; an address by the Mayor; the labeling of the trees by the respective grades; an address by a representative of the Lions' Club and the singing of *Arbor Day* by the schools.

Three children, two boys and a girl, representing each grade of the various schools delegated to adopt and care for the trees, attached to each tree a tag telling the name of the tree and the grade and name of the school selected to care for it.

Not to be outdone by the children, the Lions' Club presented two large elm trees which will be cared for by that organization.

Plans for New York.—Mr. Thomas Adams, General Director of Plans and Surveys of the

Committee on Plan of New York and Its Environs, gave a most interesting and instructive address at the Cosmopolitan Club, New York City, December 10, under the auspices of the Municipal Art Society. In discussing the various problems entering into the making of a plan for the greater Metropolitan Area, Mr. Adams mentioned as a consideration of prime importance the necessity for greatly increasing the facilities and space for playground and recreation purposes as essential to the proper development of the child life and of a stronger, finer citizenship.

The plan upon which Mr. Adams and his assistants are engaged will include 200 incorporated and 200 unincorporated communities, 1,800 miles of railway and 1,800 miles of water front, from which may be inferred what a great problem is the scientific and artistic planning of an area so great as this for the service of a population of 9,000,000 at the present time, and which is increasing so rapidly that it is estimated there will be a population of 18,000,000 in this area within thirty years.

Unique Activities in Johnstown, Pennsylvania.—The children of the Johnstown playgrounds last summer did remarkable work under the leadership of Miss Regina Maloy, Playground Supervisor, in converting pasteboard boxes into doll houses. There were living rooms, bedrooms, kitchens, sun-porches and dining rooms furnished in a most attractive and artistic manner with furniture all made of paper—chairs, davenport, tables, pianos, desks, books, lamps, victrolas, flowers in pots and vases. Every room was papered and had paper rugs harmonizing with the furniture and curtains. Each had a cleverly followed color scheme. There was also a Doll Dressing Contest on the playgrounds, with a first prize for a Spanish lady, a second for a typical American. In addition, the Dibert Street playground children dressed oilcloth dolls for the children of the Sanitarium at Cresson.

Little Theatre's Puppet Shows.—The enthusiasm, ingenuity and originality of the children made of the Johnstown Puppet Shows a splendid educational project. The shows given by the children were exceedingly original, each playground working out its own in a unique way as to construction and presentation.

The following stories were adapted or dram-

atized: *The Princess Pocahontas*, *The Three Billy Goats Gruff*, *The Three Pigs*, *The Wolf and the Seven Kids*, *The Gingerbread Boy*, *Little Red Riding Hood*, *Henny Penny*, *The Three Bears*, *The Elves and the Shoemaker*, *The Brementown Musicians*.

The children of Johnstown are fortunate in having a firm friend in W. F. Cleaver of the Johnstown Vocational School Printing Plant, who has taken many pictures of the Puppet Shows and other activities.

In the Far North.—"At Anchorage, Alaska, a community of nearly 3,000 people," writes Dr. Ella Wight, "I am working and talking very hard to get a community house or athletic hall or club, and I do believe I am getting certain business men and the School Board, Women's Club and other organizations interested to the extent that they are talking plans and management of a community house. So I am writing your organization for pamphlets that cover community houses, clubs and playgrounds or any other literature that would help us. We have many inconveniences to overcome here in the Northland but we are doing our best and have a wonderful little community and a splendid climate."

Play in Italy.—It is reported that Signor Mussolini and his Minister of Education have outlined a program of recreation and physical education for the children of Italy. Physical education is to be made compulsory in the schools. The boys and girls will devote two mornings a week or one morning and one afternoon to physical exercise on playgrounds, of which fifty are to be organized in the near future and others later, until there is at least one playground for every educational center.

Community Nights at Long Beach.—At Long Beach, California, there is a regular weekly Community Night at the City Auditorium. Various organizations take charge of the programs which are scheduled several months ahead. The Hostess Club, Minute Girls, Friday Night Club and other groups are in charge of the entertainments in which the community never loses interest.

Increased Appropriations in Los Angeles.—Los Angeles, California, has issued bonds to the amount of \$1,500,000 for recreational

purposes. The Recreation Department has also been granted an increased tax appropriation for maintenance which will provide a budget of about \$400,000, an increase over last year of approximately \$175,000.

A New Playground.—The Southern Pacific Railroad has offered the Chamber of Commerce and Community Service of Lafayette Parish, Louisiana, the use of its park as a playground. The park is located near the railroad station.

Films for Children and Family Groups.—The Better Films Committee, 717 Kimball Building, Chicago, has issued a list of films especially recommended for the child, for the adolescent, and for family groups. They have been reviewed only after inspection by the Chicago Censorship Board. A copy of the list which includes such pictures as *Scaramouche*, *Gentle Julia* and *Chronicles of America*, may be secured from the Committee.

The Discobolus.—This is the name of the new publication issued quarterly by the Student-Alumni Physical Education Department of Teachers' College. Its purpose is to present articles of interest to students and alumni and to help promote the broad gauge program of physical education, which aims "to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

Winter Sports.—The flooding of stadiums for skating is one of the outgrowths of the winter sports program which, fortunately, is increasing rapidly. Plans have been made for converting the big stadium at East Cleveland, Ohio, into an ice field which will accommodate thousands. There will be carnivals, skating races and contests, hockey teams and other sports. A half-mile hill for coasting will be closed to traffic from the end of the school day until 10 p. m.

West Forest Hill, Long Island, has arranged for a big rink just outside the big stadium where there will be a series of races and fancy skating contests.

Lynn, Massachusetts, this year has a toboggan slide constructed at a cost of \$435. Twenty-eight 12-foot sections were built at a cost of \$8 apiece. There were 60 posts costing 75¢ each. The 120 planks used in construction cost 80¢ apiece. \$70 was expended for the labor of

carpenters. The slide is located at the edge of the Lynnwood Park Reservation within easy access to all sections of the city. The Park and Playground Department is clearing a swampy place near by for a skating rink and has repaired an old field house for the use of tobogganers and skaters.

Summer Sports in December.—December in Minnesota usually means skating and winter sports. But this year conditions have been reversed and Minnesotans have not found it necessary to go to Florida to enjoy balmy weather.

Sunday, December 29, found a number of groups playing tennis. Others attired in mid-summer suits were training for cross-country runs. Still others were playing golf. A football game was in progress.

A baseball game was the chief feature of the day. This game, which was played by the city amateur champions, the Glacier Parks, and a team from Armour & Company, was staged for the benefit of the crippled children at the Minnesota State Tuberculosis Hospital. The passing of the hat among the spectators resulted in the collection of \$71.40, which will be used for the purchase of apparatus for the playgrounds at the hospital.

A Christmas Party on a Large Scale.—The Park Department of New York City entertained 2,000 children on December 27 at a party which included a bus ride to and from the hall at which the party was held, an entertainment in which many children took part, as well as outside talent. Santa Claus was there to distribute candy, toys and fruit which had been contributed by local firms. The party was arranged and supervised by the Bureau of Recreation of the Park Department.

New Physical Education Manual.—The State Department of Education of Missouri has just issued its manual for physical training in elementary schools, prepared by Dr. Henry Curtis, State Director of Physical Training. A large part of the Manual is devoted to the needs and problems of the rural school, and very practical suggestions are offered for athletic and game programs and for leadership. Definite directions are given for a number of team games, and questions of play equipment are discussed.

The School and the Community is the topic

discussed in the latter part of the booklet. Field days, county play days, and county athletic and recreation leagues are described.

Teachers in the many small communities of Missouri will find in this manual invaluable suggestions for their work.

Recreation through Libraries.—In the December issue of the Civic and Commercial Journal published by the Chamber of Commerce of Greenville, South Carolina, there appears an article on the Public Library as a recreational agency.

"If we estimate that each book required on an average of four hours for its reading, the library furnished the people of Greenville, in the month of October, 34,600 hours of the most wholesome and elevating form of recreation. To express it in terms of dollars and cents, we might consider what these hours of recreation would have cost at the movies. At 10 cents an hour, it would cost the library borrowers \$3,460 to have bought the same amount of recreation at the moving picture show."

Successful Summer Playground Seasons.—Peabody, Massachusetts, through Mr. Henry A. King, Chairman of the Playground Commission, reports the most successful season the

city has ever known with a growing appreciation of the value of the work on the part of the public. The annual parade and exhibition, held in August, was a tremendous success. There were a number of floats in the parade—*Americans Today, Volley Ball, Story-telling, Safety First, Boys' Week, Industrial Week* and *Folk Dancing*. In the parade were a band, the Chief of Police with a platoon of policemen, members of the Playground Commission, and the Mayor, who is a real friend of the playground movement. Approximately 6,000 people assembled at Emerson Park to see the dancing, racing and various sports conducted.

Another city reporting on a playground season successful beyond all hopes is Chattanooga, Tennessee, where interest in the work has been very great. At the close of the season, members of the Elks Club and of the Chattanooga Playground Association entertained the playground children at a huge party attended by thousands. There were races and contests of all kinds and demonstrations of the games played during the season. A pageant, *The Dearest Wish*, was presented by the children. Preceding it came the children's parade in which members of the Old Ladies' Home rode in cars. Following the cars, came the trucks in which the children rode.

CARL C. RUTLEDGE

On December 14, Carl C. Rutledge passed away. The staff of the Playground and Recreation Association of America will miss working with Carl Rutledge as a member of its team. The memory of the spirit of his life will always remain a constant inspiration to those with whom he worked.

Carl Rutledge's life from the very outset was a life given to service. Following his graduation from Ohio Wesleyan and the United States Naval Academy he entered Young Men's Christian Association work in Ohio and later spent five years as General Secretary of the Young Men's Christian Association in Hong Kong, China. His social service work in the Young Men's Christian Association and in connection with the Social Service Corporation in Baltimore constituted his complete career with the exception of two periods of service in the army. He volunteered for service in the Spanish-American War and was a first lieutenant in the army. In the World War he also volunteered at once and was attached to the general staff in France and in this country receiving the rank of Major. Before coming to the Playground and Recreation Association of America Major Rutledge worked with Colonel Arthur Woods in securing employment for discharged service men.

At a meeting of the Board of Directors of the Playground and Recreation Association of America the following vote was passed:

For nearly four years Carl C. Rutledge served as a member of the field staff of the Playground and Recreation Association of America and Community Service. He gave himself completely to his task, working with cheerfulness, with unflinching enthusiasm, giving himself and all his powers to the great cause in which he believed so thoroughly. We are grateful that he served as one of the field staff for so long a time, and we wish to express our keen sense of loss now when the foundations for the future leisure time movement in the world are being laid.

The Play School of the University of California*

By

DAISY H. HETHERINGTON, PH.D.

Director of Health Education, San Francisco Tuberculosis Association

Director of the Play School of the University of California

If we had a group of children, boys and girls, outdoors, what would they do? They would climb trees, and dig in the sand, and jump into the water. Without coercion they would enter into the big muscle activities, and then they would talk about them together, and tell you about them, and ask everybody else about them. Naturally they enter into linguistic activities. Then they would gather into groups and play and fight, and these we call the social activities. They would build and create, with blocks and anything else they could find—the manipulative activities. Then would come along naturally the rhythmical and musical activities. Without coercion they would enter into certain types of activities because they are what they are and because they get social development in them, moral development, physical development, mental development, all without coercion on your part or mine.

Many of the best writers of the age are trying to explain the reasons why we are so willing to submit to follow in the grooves of tradition, especially when it comes to the social problems of the day. They point out plainly that we will take any physical problem and conquer it and that in material things we have made great strides, but that when it comes to the social problems we falter and are afraid. They point to our great world war as the strongest evidence that we have not handled our social problems. Some say this is due to fear, to credulity, to timidity; sometimes they say it is due to the exigencies of life, that we are so busy earning our living that we do not have the time to handle the problems of life. There is a great deal of truth in that. Sometimes they say it is due to ignorance and too many other interests. Sometimes they say that we are mentally and morally lazy and won't put forth the energy to tackle these social problems. There is truth in all these reasons, I suppose.

ARE WE IN THE OLD STONE AGE?

In *The Mind in the Making* Mr. Robinson gives an interesting reason why we fail in handling our social problems, and that is that we are so near our savage ancestry that as a whole we are not able really to think. We have not evolved

mentally sufficiently to be able to handle these problems; we do not reflect; do not think. I suppose there is truth in that. When we think of the failures that have come in the last ten years we feel there must be something in it. I was interested in a description that Arthur Brisbane gave. He is in accord with James Harvey Robinson in explaining our willingness to submit to tradition. His discussion of the newspaper descriptions of the Dempsey-Firpo fight is most interesting. He writes: "Three thousand people are inside the great arena, breathlessly waiting the bestial sight. Millions are on the outside awaiting the news over the wires. And all this 1900 years after the greatest teacher of all time lived and taught! How explain it? There can be only one explanation and that is that 99 per cent. of men are still in the old stone age. We are only twelve thousand years away from this stone age." That seems to agree with James Harvey Robinson's theory.

BOYS AND GIRLS WANT TO THINK

I do not agree with either of these great philosophies. I have a philosophy of my own in regard to this lack of reflective thinking. It is very much more encouraging than either of these others, because after all, if we are so near the stone age, it is discouraging. I think that the type of educational procedure that we have

*Stenographic report of address given at Tenth Recreation Congress, Springfield, Illinois.

had on the whole has not developed the capacity to reflect of which our boys and girls are capable. How far we might agree that the majority of adult human beings are mentally lazy I will not attempt to say, but I do want to say to you that our boys and girls are not mentally lazy, that they want to reflect, that they want to think. And it has been due, I think, on the whole, to our type of educational procedure that we have not had more real handling of these social problems. That brings me to the theme of my story, the play school.

THE DEVELOPMENT OF THE SCHOOL

The play school came into existence because boys and girls needed a really complete, all-round development, and because it was seen that the public school did not do this we have tried to bring into existence another type of organization. Let us review the history of our present school organization for a moment, in order to see the ideals that have controlled the development of our schools as an institution. The home in the beginning gave all the education that was offered to children. There was no such thing as a school. All the education there was came down from one generation to another, by word of mouth, in the home. When a written language came into being a new institution was needed to transmit the knowledge of that written language, and so they formed a school. In other words, the adult human being had to know how to read and write and cipher if he were going to survive economically in the struggle for existence. The school came in to meet adult needs, and as time went on we put the children of the lands into an institution that was organized to meet adult needs, and we thought we could give them a normal development in a new institution planned to meet the needs of the adult. The results that have come about are due to the fact that the school was so planned. All the bad features of our educational procedure have been traceable to that one thing.

INFORMATION AS INFORMATION IS NOT EDUCATIVE

First of all, the school was supposed to be intellectual, because the home still continued to give all other kinds of education. In the home the boys learned to use tools, the girls learned to make cloth and later to fashion it into the things needed in the home. The home itself was built and the things in it were made by the

family. The school was to be for intellectual purposes—to teach people to read and write and cipher. All information they got in school came from books, and therefore it came about that the physical, the social, the moral sides of life were neglected by the school because of its origin. Because of that people began to believe that information just as information was educative. There never was a greater fallacy in the world than that—that information just as information is educative.

There is one other point. They came gradually to believe that children were averse to learning, that the child mind was naturally repellent when it came to thinking. Even today, in San Francisco, when I have talked with teachers about the necessity that boys and girls should be thinking, they have said, "Ah, yes, but these children do not want to think." Do not want to think? Imagine it! If there is one thing they do want it is to think. The trouble is, we have not given them the opportunity to think. The failure to develop the child mind so that it can think, so that it can reflect, is due to the fact that the school was designed to meet adult needs, and the fallacy that information just as information is educative. The only thing that educates, that develops, is reflection. We still think a man educated if he is filled with information. A mind comes into being not when it is crammed with information, to be repeated to somebody in recitation, but when it is engaged in solving problems. I mean evaluating, judging things, not absorbing information. Information may not only be not educative, but it can effectually stop the thinking process. That is what it most often does when it is not given to boys and girls in a form that can be used in the solution of their real life problems.

Then, the other notion that children are averse to learning. When we cram information down them of course they are averse to learning. They rebel, and we say they do not wish to learn, do not want to think. Children are physically active—everyone agrees to that. They are just as eager to learn as they are physically active. The healthy child of five or six is so eager to understand his world, to know all about it, that he will drive you almost mad if you fail to help him.

ORGANIZING THE PURPOSEFUL ACTIVITIES OF CHILD LIFE.

So much for the situation. What are we going to do about it? My solution is this: the organi-

zation of the purposeful activities of child life so that the children will be thinking out the problems of child life. If we had a group of children, boys and girls, outdoors, what would they do? They would climb trees, and dig in the sand, and jump into the water. Without coercion they would enter into the big muscle activities, and then they would talk about them together, and tell you about them, and ask everybody else about them. Naturally they enter into linguistic activities. Then they would gather into groups and play and fight, and these we call the social activities. They would build and create, with blocks and anything else they could find—the manipulative activities. Then would come along naturally the rhythmical and musical activities. Without coercion they would enter into certain types of activities because they are what they are and because they get social development in them, moral development, physical development, mental development, all without coercion on your part or mine. This is a big thing. How long it has taken us to see that children think! And so do we in proportion as we have real purposes, real problems to solve, and then only do we think. We thought of school as a place where children simply worked, where no real purpose from the standpoint of child life was served, until it has come to be almost impossible to think of the school as a place in which children enter into activities that give them real satisfaction. But that is just the thing that we must come to if we are going to develop all the thinking capacity that our boys and our girls have. I am not at all in accord with Mr. Robinson nor with Mr. Brisbane when they say that we as a people do not want to think. Of course the school is not the real test because the school has not satisfied, and the fact that boys and girls give divided attention is not a test at all of how interested they would be if we knew how to organize their natural activities into which they enter spontaneously.

What relationship does study have to this type of curriculum? Subjects of study are needed in carrying out the purposeful activities of child life, but children want information to come as it should come, as a help in the solution of the real child problems. They do not want information just as information. They rebel against it. If we can organize the purposeful activities of child

life in such a way that it helps a normal developing of the thinking process, then our boys and girls will welcome it, and they will do the real thinking of which they are capable. It was not so bad in the old days when the home gave every kind of education needed except on the so-called intellectual side. But today when homes are absolutely deprived of every kind of educational opportunity, when industrial expansion has simply deprived boys and girls of their full birthright, at least from the standpoint of big all-round development, when apartment life dominates our cities, in spite of all the work this remarkable Playground Association has been able to do—for the playgrounds reach only a few comparatively—in the present day it is absolutely necessary that our school should take hold of this problem and give activities that are purposeful if we are going to have children that have a maximum of efficiency and of all-round development. We have about three hundred delegates here at this congress considering the best interests of children. I am thinking of the fearful Dempsey-Firpo fight, with its three thousand in attendance. And I wonder how long it will be before we adults, as a nation will begin to think, to reflect.

HOPE FOR THE FUTURE

Before saying good night to you I want to say this: we are twelve thousand years from the stone age. Suppose we have to wait another twelve thousand years before some of us would really begin to think. I believe this—that if we really organized purposeful educational procedure in twelve thousand years the world would have done so much thinking that it would actually have solved all these social problems, and despite the fact that the race might have increased so that we would have only apartment houses. But I imagine we would have done so much clear thinking in that time that between every apartment house there would be a playground, and then it would not make any difference if we had only apartment houses.

I really think this—that if we could organize these purposeful activities, as we will some day, we should have all our boys and girls thinking clearly and developing normally as they should. We are coming to it. Things are hopeful.

Home Life for the Child*

By

MRS. MARIETTA JOHNSON

SCHOOL OF ORGANIC EDUCATION

Fairhope, Alabama

The child is immature, and changing every moment. He is not getting ready to be an adult. It is a fallacy to think that childhood is nothing but a preparation for adult life. It is no more true than that people of forty are getting ready to be fifty or sixty. We are living this day as completely and perfectly as possible. The question is how we can fix things so that the child may live a perfectly happy life and be as little inconvenience to the family as possible.

Most of us are laboring under a misapprehension of what the child is and of what we want in our children. The child is a victim of whatever we adults provide for him. He cannot escape us. I was talking with a superintendent of schools once and said, "What the child wants is that we let him alone." His reply was, "I would let him alone if he would let us alone." There is the point; the child does not let us alone because he is dependent upon us; we cannot let him alone because we are responsible for him. But often, I think, our method is determined by two objectives; first, what we want of him and second, the materials with which we work. Most of us want to get him ready for adult life. We want him to be honest, competent, to get a sense of responsibility, to grow into this, or that, or the other thing. Most of those things we want for him are adult things. They may be necessary for the adult, and they may be convenient for us, but in them we have lost the point of view of the nature of the child, of what he needs. I have often felt like asking parents this question: "If you knew your child would not live to be ten years old what would you do with him?"

When the child is born he weighs about eight pounds, at fifteen he will weigh about a hundred. At fifteen he has lived one-fifth of his life if he lives to be seventy-five. Think what that means. In the first one-fifth of his life he has increased himself 1200 per cent. and the remaining four-fifths he will not even double his weight. Those early years are the time when he is co-ordinating his nervous system to be the basis of his moral nature which will point straight.

We try to make the child moral. The truth is that every child has a moral instinct, and all we have to do is to *let* him be moral. It is instinctive to be social. If you can help the child to live and grow into family life, that is the privilege of the adult. We want to make them responsible and social, and we forget that to be responsible and to be social is instinctive. It is the right, the destiny of every evenly growing person to come into this stage of development where he becomes altruistic and unselfish. Why do not we all arrive there? Something has arrested us in our development. The main thing is for the home to see to it that the home itself is the background in which this child shall flourish. What is it to flourish? Homes and schools have one thing to consider, and that is to provide the environment for the right growth of childhood.

WE MUST KNOW THE NEEDS OF THE GROWING CHILD

It is our supreme duty to try to know and understand the needs of the growing child; if we realize this our method will be determined by its needs, by its nature, and by the thing we want in him. We want normal growth. What are the signs? As a teacher I learn, first, knowledge. Where can the child get knowledge? Parents judge of the growth of a child's knowledge by reports from school or by special behavior. Children show father and mother they are behaving well because parents have put upon them a self-consciousness. Why is it we want him to behave well? For the welfare of the family, or for his own welfare? For the home, or for his growth? When we study the development of the child we question his entire good. We are proud

*Address given at Tenth Recreation Congress, Springfield, Illinois.

of a child that has good manners, forgetting that we have imposed them upon him at the expense of his natural development. I know a woman who, when her children were small, lived in a tent. She was a brave woman. When her little girl was fourteen and was old enough to wish to help keep the furniture in good order they built a house. It is a beautiful house, and the center of social life, but before they were old enough her little boy and girl were not troubled with keeping mahogany chairs and tables in decent appearance, or with Haviland china, or with expensive rugs, or other things of that sort. I know a little boy who had heard a discussion about different kinds of glass, and he asked his father if plate glass would break as other glass does. His father said "Yes," and the next day he found the glass in his front door broken. The boy had tried it, to be sure. He did not mean to doubt his father's word, but he had to know for himself, and it resulted in a big bill for his father to pay.

THE CHILD LIVES IN THE PRESENT

There is the trouble. We want the child to live and grow normally, healthfully and happily, but we do not want it to cost us much. If a child breaks an expensive vase there is great trouble and he suffers for it, but if he breaks a little vase nothing is said. He has no basis for judgment. What does he know about money values, anyway? Many of us take for granted that the child should know about the money values of things. That is an adult thing and does not belong to the child life. The child is immature, and changing every moment. He is not getting ready to be an adult. It is a fallacy to think that childhood is nothing but a preparation for adult life. It is no more true than that people of forty are getting ready to be fifty or sixty. We are living this day as completely and perfectly as possible. The question is how we can fix things so that the child may live a perfectly happy life and be as little inconvenience to the family as possible. "How can I get the child to obey me," many a mother asks. I say that is not so important except when it comes to the child's safety. The child cannot be left to do absolutely as he pleases in every particular, but we must be controlled in what we tell him. We must put the thing to him on the basis that it is best for him *now*. For instance, if you feel that he should learn to read, let him read for the sake of reading now, not because of what it will mean

to him when he is sixteen. There are ten years between six and sixteen in which to grow into the wants and needs of sixteen. Sometimes you say, "If this child is selfish now, what will he be when he gets to be a man?" Remember there are all those years to grow, and that there are all these different stages of development. If we are wise we leave children in one stage of development until they are through with it and are ready for the next. If we destroy the child life we arrest their development. And it is so easy to do it. The great privilege of the adult is to provide an environment for the child which does not arrest his development. The greatest cause for arrested development is fear—the fear that results from domination.

PHYSICAL NEEDS THE FIRST CONSIDERATION

Our supreme business is to find out what the needs of the child are. I will mention some of the things that are necessary for its normal growth. First, the physical needs. There should be nothing in the work of the home or the school which violates the order of the development of the nervous system. There are some parents who think that a child wanting to read reflects credit upon the family, and mothers complain that they cannot keep their child from reading. They think that sounds nice. The truth is that it is nothing to be proud of; it indicates a one-sided development. The child should use large things, should not do fine work, and nothing should be permitted that means specialization. That is arrested development. Then, the mother must study food. Let him sleep, let him eat right, let him romp, let him dance, but do not make him show off before visitors. That is bad for the nervous system.

THE MENTAL NEEDS OF THE CHILD

Second, comes the mental well-being of the child. What are the interests of childhood? No parents should permit the child to sit up straight at a schoolroom bench, and no teacher should be allowed to have more than twenty pupils. They should have tables adjusted to the right height, materials should be given and they should be allowed to make things. They should have pets if they take care of them. The adult must see that the pets do not suffer. But do not remove the pet if the child fails to take care of it. If children have a playhouse do not take it away from them if they fail to keep it in order. Go with them and help them to take care of it.

Associate with them. They like your company. Make yourself good company for the child. Every home should permit the child, if he hasn't a playhouse, to have his playthings anywhere in the house. Every decent home should have at least six children, and the children should be well-born; the father and mother should be of sufficient maturity, they should love each other, and want children. It does not mean that they must have so much money. If you have no money, marry anyhow the one you love, live in a cave, and bring up children with tenderness, love and understanding rather than wait.

So they need for physical and mental development to have their interests supplied. We try to teach too much. Let them know about butterflies, but do not teach butterflies until the child hates them! Take the attitude of expecting the child to know as much as it is necessary for him to know, but do not reward him for knowledge any more than you reward him for eating. The interests of childhood are concrete. They must use things rather than learn lessons. We have no recitations even in our high school at Fairhope. Home work should be eliminated. No child should be permitted to bring lessons home from school. I consider it immoral to give a lesson to be learned at home below the high school.

THE THINGS OF THE SPIRIT

Then, the things of the spirit. The child must be sincere. There are purposes of growth, aims and purposes in life itself for the children. You do not have the key. Let them grow, let them make their own adjustments. They will be of the positive kind, of the active kind. They will learn through doing and so will preserve sincerity of spirit and the unity of being. Even the nervous system will not co-ordinate if the integrity of the spirit is not preserved. The child must be unself-conscious. All schemes for rewarding make for self-consciousness. We must remove all standardization of learning. It is not necessary to get a child ready for the next grade in school. It is not necessary the knowledge of this and that come at a particular time. He will learn from his own desire, with joy, if a subject is suggested at the right time but without external pressure. External pressure makes for self-consciousness and disintegrates the unity of being.

The needs of the spirit are, then, sincerity, un-

self-consciousness and joy. The end and aim of the home, of the parents, and of the school, should be to provide the environment which will tend to bring about a sound and accomplished and beautiful body, an intelligent and sympathetic mind, and a sincere spirit.

PARENTS MUST STUDY

The home and school must work together to the ends, not of knowledge and skill and special behavior, but of soundness of body, continuity of purpose, sincerity, and fearlessness and joy. Cooperation will gradually come as a result of his association with others. He will gradually outgrow selfishness into a desire for the good of others, and gradually he will grow into the stature of the right sort of a man—and the right sort of man is the Christ type. I believe every parent and teacher should study, study. The child needs music, needs books, needs stories, and every parent should study these, should study nature and handicrafts, music, dancing. The children should have folk dancing in the home with their parents; there should be storytelling in the home, by both parents and children. If parents and teachers would study these needs and apply them we would be headed towards a brand new world in one generation.

In our school at Fairhope we have no grades, no promotions, but when the boys and girls are eighteen they go to college. But we do for the child while in a grade all we can get him to do. It is not necessary to fill a child's life full, to overcrowd it, to burden it, to destroy the unity of being, to substitute adult standards for his own. Let him grow into the finer ideals as he will inevitably if he is surrounded by the right environment. We have a summer school at Greenwich, Connecticut, for parents and teachers and social workers, and I hope some time we shall be able to change the schools from institutions of learning into educational institutions, and change our homes into real paradises for children. After all, there is not a man or woman in the world who would not give up everything for the life of a child. Why not start in the beginning to make the child's life the most beautiful thing in the world? Do it for the normal child, give him the larger, the richer, the finer experiences all the way through.

Right Reading for Children*

BY JOHN MARTIN

Editor of John Martin's Book, New York City

Children's souls, the well-springs of life, naturally bubble forth from the source of life which is immortal, clear, pure, beautiful, with infinite crystal depths. Will you clutter up that spring with trash? Do you want to throw into that clear spring the trash of wrong books, the trash of wrong friends, the trash of the disintegrating movies, the trash of the awful Sunday supplement, and change those pure waters into slime? Let us keep those springs clean.

I am going to have the pleasure of looking you all over and sensing in my heart just what I note you are. I see you are intelligent. You do not expect a small boy to make a big speech. I have lived so long in the atmosphere of a child, happily, that I cannot all at once achieve maturity by making a formal speech. I just want to talk to you over an invisible table. I want you to feel, with the sympathy of the mother heart, of the teacher heart, of the father heart, that I am driving at something in our work that is similar to your work. I am going to preempt that advantage. I am reminding myself of a man I heard about the other day. He met another man who asked him if he was married. "Oh, yes, I've been married for fifteen years, but I haven't spoken to my wife in that time." "No trouble, I hope?" "Oh, no, we are the best of friends, I simply haven't wanted to interrupt her." Do not hesitate to interrupt me at any point where you wish to ask me a question. Occasionally I am going to turn to little notes, made in a hurry, out of my observations of the life of children, picked up as I ran.

GOOD BOOKS HAVE LASTING EFFECTS

There is absolutely no question in all our minds of how right reading may be allied to recreation. Any right thought, any basic good influence, is doubly powerful when the lungs are filled with pure air and the heart is filled with joy, when the anticipation of some sport, a game, a contest, is an element vibrating in the child's mind—I was going to say almost bigger than the mind, in its consciousness. Our children live in their consciousness, in their joys, their dreams, their imaginations, and there is where the right

book will leave its lasting effects, its practical lessons.

I have a big subject today. I am, with you, wanting to keep alive the classics. By classics I mean those books that are immortal, that have lived, that will always live, those that are being pushed out by the mass of shabby, sensational stuff that is flooding the market today. There is not a man or a woman here, with or without children, who would not exert all of his or her influence upon a child in a personal way, in the selection of right friends and if through carelessness the wrong ones entered in we would do our best to correct the mistake and to find the right kind. Oh, dear mothers and fathers, men and women, how often we let into our homes the worthless, yellow, disintegrating and evil book friend; if not evil, yet negative, flabby, worthless! We want books that are positive without being obtrusive in their goodness. Look out! Be sure the children get the good book, be sure it is fine, also that it is theirs. I envy you the opportunity you have in your work of bringing the influence of good reading into the lives of our boys and girls. I wish I had five hours to talk to you and then I would fill you full of the subject—the bigness of your job as teachers. It is a mother's job primarily, a teacher's, second. Then there come good friends, good exercises, good books, and they are all friends. It is surprising, the mass of innocuous reading that is being given to the children of the land these days. The publishers will be glad to give you the right kind of reading, however, if you will only demand it. They put out the trashy thing because it is asked for and sold by the ton, by the carload. Why? Some of us must be asking for it. Oh, let us be the leaven of the loaf! Let us demand the good book more and more. If we do not

*Address given at Tenth Recreation Congress, Springfield, Illinois.

know what it is, let us take the pains to find out, for it is essential that we have better books for our boys.

THE "WELCOMING DOORKNOB"

In approaching the child with the right book we ought to have what a little boy friend of mine called the "welcoming doorknob." The little chap was sent to school. He went two days, but at the end of the second day he came home and said to his mother, "Mummy, I can't go to that school any more." His mother asked him why. He answered, "There is no welcoming doorknob on that school." His mother tried to understand, and asked him what it was that he meant. "Well," he said, "I come into our house and turn the welcoming doorknob and it opens and I walk right in. The Sunday School has a welcoming doorknob, like that, but the school did not welcome me. When I came in the teacher said 'sh, sh.' Oh, Mummy, don't send me to a sh-sh school without any welcoming doorknob any more." Let us get the habit of welcoming the child. Let our hearts try to understand him. Our logic may not, but our hearts can. Boys are mostly cave rats. It is well they are. I do not want to see boys of mine too good. I know of a mother who tried in vain to bring the classics into the life of her boy. He did not like them. For instance, he didn't like *Swiss Family Robinson* because he said they prayed every time they found an oyster. Boys do not want prayers over oysters. She tried other classics but with no success. Finally she came to me and asked me how she could interest that child in the classics. She was wise and patient and began all over again. First she gave him *Beowulf*. That appealed to his cavish attitude and he liked it. He took it first by sentences, then paragraphs, and presently was eating it alive. The last I heard of that boy he was sitting up Christmas night finishing the *Knights of the Round Table*. That was a glorious triumph for that mother.

THE REAL THING WILL HAVE A WELCOME

I do not care how rough these boys are. They will let in the real thing if we try to put it in the real way. We do not try to put a piano upside down in the kitchen closet. Let us be true and direct and yet tactful. Never play up a book that is too old for the child. The mental vocabulary of the average child is incomparably bigger than ours. It reaches back into the spirit world from which he came and forward into eternity

to which the race is marching, but the lips are dumb. We must bring love of books to the child first by reading to him. The average child has not enough facility in reading English to get enjoyment out of it much before the age of twelve. Let us read to our children and let them absorb the beauties of these classics in our story times. Let us tell them naturally if we are out on the big job of saving souls, of lifting standards, of developing good citizens. Let us study the method of storytelling. Eliminate the "merry ha ha" stuff. They do not like it. Do not for a moment let us think we can talk down to a child. You cannot. You have got to climb up to them. Simplicity of language does not necessarily mean to use monosyllables. I once had an intelligent bulldog that I talked Chesterfieldian English to. He did not know any monosyllables. And baby talk! Don't let us feed our babies on a language of our own. It isn't theirs. By doing so you limit the vocabulary in after-life.

Children remind me of pistillated flowers waiting for the pollen, trembling and waiting. Let the right pollen be placed in those trembling pistils. I seem to be sentimental. I do not mean to be. I have in mind the fresh immortality of the child from three to twelve, nearer than we realize. Then come along the adolescent and the flapper period. Let us do children the honor to take that spirituality which they have and carry it over into the after-life. We are the instruments.

THE DOOR OF THE MIND

I want to picture for a moment the door of the mind. It may be I have stolen my idea from reading *Pierce* or *Robinson*. There is an entering door, always open—the subjective mind. Everything goes in. The child of seven is learning more different things than we do in our three score years and ten. That is the first story. Let us bar the door to fear suggestions first, then to suggested vulgarity. Under that come the cheaper book, the tawdry, worthless book, the shabby movie full of sensation, the vulgar or selfish friends. Oh, mothers and fathers, stand before the door! If it gets in, crowd it out with the good, the happy, the hopeful, the fearless. Crowd these into that place, into that first story of the mind. Then we come to memory, up one flight. It has windows looking out of the door, but there are guardians on the floor of that second story which do not allow the evil to come up

if some have been clever enough to get there, but who let the good come up if it is positive enough. Out of that memory story we come to the top story, where we look out over the world, where develop expressions of refinement, happiness, joy, service, patriotism, reverence, and all the other virtues of soul character. They step out of the top story into the objective mind. So let the constructive things go into this door of the mind instead of the fearful, the selfish, the vulgar, discontent, irreverence.

I would like to give you a list of some of the negative influences that enter into that door of the mind. First, there is the non-constructive, flabby, weak reading. Second, the sensational movies. In a recent visit to a hospital I was shown a lot of poor little children who were nervous wrecks as a result of going to cheap sensational picture shows. Future American citizens wrecked in nerves before they were thirteen years old! Figures can be given to prove it. Third, lack of continuity, unformed and unstabilized ideals. Then I turn back to good friends, good books, good mothers, good teachers, good exercises as the factors that will bring about the affirmative, the opposite qualities of those we just mentioned. Day before yesterday I asked to see a well known publishing company's list of books for children, and was surprised at the list of good and bad. I found listed under what we call serials, 36 sets for boys with 351 volumes—utterly worthless books that are being given to our boys in serial form. For girls I found 48 sets with 291 volumes. There are 642 books in all, not wicked to be sure, but when we select our friends we do not select 25 in one family all dressed in red to introduce to our children. We want different types and individuals, and our children meet them one by one. So we take our red and green books, our short and long books, our thick and thin books, and put them in a row on the shelves before our children. That is what their books should look like on the shelves, not deadly rows of innocuous, narcotic stuff, all alike.

I should like to speak of some of the popular books of the day. I do not wish to be personal, but I cannot stand, and you cannot stand, for a book that plays up vulgarity and evil suggestion but is accepted generally if it is brilliant and the magazines approve of it. Do not deprive your

children of their God, as one recent history has done, of their mysteries, and of their dreams.

THE WELL-SPRINGS OF LIFE

Children's souls, the well-springs of life, naturally bubble forth from the source of life which is immortal, clear, pure, beautiful, with infinite crystal depths. Will you clutter up that spring with trash? Do you want to throw into that clear spring the trash of wrong books, the trash of wrong friends, the trash of the disintegrating movies, the trash of the awful Sunday supplement, and change those pure waters into slime? Let us keep those springs clean. We can. We know we want to, and knowledge of how to do it we can get. Then let us have the wisdom. Get the knowledge and use the wisdom that comes therefrom.

In our public libraries, or our recreation libraries, or our school libraries, there is a great source of help. There are sincere men, honest publishers, earnest, thoughtful librarians; there are teachers, striving and living for the betterment of childhood. If we do not know what to do, let us look out for help. There are many about us who can give it, but do not let us get a little knowledge and then be smug about it. Our librarians are hampered in their selection of books for children by the little knowledge of mothers. There is that beautiful maternal solicitude. There is nothing lovelier and nothing more dangerous than the poison of the maternal prejudices—beautiful to look at because of its rugged dash of personality; but we must be impersonal and honest if we are going to raise our children to the plane of morality and the place of joy that we want for them. We do not need to be spectacular, but sincere and humble.

Just for fun I want to picture the constructive influences of four of the classic books. First, there is Robinson Crusoe, with its basis of respect for courage and true religious standards. To be sure it bores, but it never fails to leave its truth. There is Robin Hood, for its merry championing of the right, its chivalry, its looking out for the weak and oppressed; then, Alice in Wonderland, for its dreamy, sweet, quaint pictures of womanhood; and Scott's novels, for the romance of history.

The place of the magazine has become an important factor in the department of the child, but the book still should come first.

Recreation and the Child

By

REV. MICHAEL J. SCANLON,

Director of Catholic Charities, Boston, Mass.

Here is what one of the world's greatest scientists says of books. "If I were to pray for a taste that would stand me in good stead under every variety of circumstances and be a source of happiness and cheerfulness to me through life and a shield against its ills, it would be a taste for reading."

I believe firmly that one of the most deplorable deficiencies in our Twentieth Century children is their lack of taste for good reading. This represents neglect of the most potent element in mental and often in physical rehabilitation. There is to my mind altogether too much stress laid upon recreating and rehabilitating from without and too little said or done to inculcate the much more important capacity that is within every normal human being, though often suppressed, to restore the fatigued and worried physical man to his normal self. Spartan vigor and endurance are all very well as aids to higher and more ennobling gifts of the soul, but with all the glory of Spartan triumphs in the development, by selection, of the most perfect physical type, we look in vain for one vestige of that higher civilization of the intellect and the soul emanating from that ancient nation. Sparta developed the animal in man to its highest point, but utterly neglected what is vastly more important, the culture of a refined intellect.

Those who bear the heavy responsibility of training children in the art of living with reasonable contentment should not fail to encourage in them a love of good reading. It is the key to self-help, to self-renewal, to happiness without limit throughout life. The child who is able to read and yet has no book friends, is indeed a sorry child and is destined to have many lonely hours hankering and longing for enjoyment, which nothing else can furnish but that precious faculty which he or she has never learned to cultivate. There are so many children who depend absolutely upon others and upon elements and forces

outside themselves for every bit of enjoyment that is theirs. Certainly one who loves a good book is never less alone than when alone with it.

You recall the words of Oliver Goldsmith regarding the companionship of books. "The first time that I read an excellent book," he said, "it is to me as if I had gained a new friend and when I read over a book that I had perused before, it resembles meeting with an old one."

The great Thomas à Kempis, author of one of the most inspiring books in Christian literature, declares, "I have sought peace everywhere, and never found it except in a little corner with a little book."

Here is what one of the world's greatest scientists says of books. "If I were to pray for a taste that would stand me in good stead under every variety of circumstances and be a source of happiness and cheerfulness to me through life and a shield against its ills, it would be a taste for reading."

But I feel quite sure that this audience needs no more, or greater proofs, in support of the value of the reading habit among children. Our daily experience brings us in touch with those whose great charm is their familiarity with subjects and facts that are worth knowing. One cannot fail either to note the advantage of the well read person over others in that most used of all arts, conversation.

THE STORY AGE

How, then, shall we cultivate this taste, this accomplishment, so much needed in the dreadful rush of our modern life? Why, by just beginning at the beginning with the little ones. Tell them stories. Children want to hear stories. They fairly love them. Not long drawn out

*Address before final session of the California State Conference of Social Agencies at Los Angeles, May 5, 1916.

The above address which has recently come to our hands emphasizes so eloquently the plea made by John Martin before the Tenth Recreation Congress that it has seemed worth while to publish it at this time.

yarns but just simple short tales about the cat, the dog, the birds, the trees and also about other little boys and girls who were good and sometimes about those who were not so good.

Children dearly love pictures, too; those on the walls of the home and those in books. The very earliest impressions are the most lasting, as a rule, and on that account these impressions should be edifying and suggestive of what is good, rather than of what is artistic.

One of the most encouraging features of many of our public libraries and neighborhood houses is their introduction of "story hours" for the children.

The small child has often been called a veritable question mark, because it asks unceasingly the *why* and *wherefore* of everything. One of the great obstacles to the proper understanding of child-life by grown-ups is the more or less unconscious conviction among adults that *when their childhood passed, all childhood passed*, they forgetting, all the while, the unfailing law of nature that replenishes human kind by its never ending reiteration. I cannot emphasize too strongly the necessity of instilling religious facts and stories within one's own household. This must be done at home and in the church and nothing should interfere with its being done. How much alive is the mind of childhood to vivid word pictures. "You can see the things in it" was the high compliment paid by an eight-year-old boy to Francois Coppee's story of *The Wooden Shoes*. We all recall when with solemn mien as children we listened to some legend where the sorrows of a homeless or neglected child were most unexpectedly and happily turned into joy.

So many upon whom rests the responsibility for teaching children a love of stories and of books shirk this duty so often because they regard it as too difficult. The fact is, there is no great art required to tell stories to children. It is not variety they want so much as repetition. I have in mind now certain children whom I meet just so often each year and before leaving them on each occasion the invariable request is made that I tell a certain story. It has been told over and over again, and it is an oft-told tale, but they do like to hear it and seem always to enjoy it.

In telling stories to children, one does not have to be a purist in speech nor an exact grammarian, for that matter. I once heard of a very amusing incident that shows how tenaciously a little boy

of eight years stood for his nurse's version as against his mother's. It was the custom of the nurse to read a verse from the Psalms at breakfast each day. On one occasion during the absence of the nurse the mother read from the "Twenty-Third Psalm." "Excuse me, Mama," said the child, "you should say 'P-sa-lm' because that's the way nurse says it every day."

The traditional "once upon a time" is sufficiently definite in referring to occurrences real or imaginary. By all means avoid suspended narratives for the purpose of injecting explanations.

If you break the thread of the story, immediately the interest and the patience, as well, of the child cease.

FAIRY STORIES VS. REALISM

There has always been a goodly number of people who frown down upon the telling of Fairy Stories to children. They make up what, for the want of a better name, we may call the Realistic School. Their chief contention is that "Truth is often stranger than fiction."

This may all be true enough but it is neither the chief purpose of truth nor of fiction to herald only that which is strange. If the realists had their way, Santa Claus would be banished and his place taken by the delivery man from the department store. I confess that the contention of the realistic school seems to me needlessly severe. No less a person than James Whitcomb Riley, the children's poet laureate, stands for the fairies. Listen to his frank statement in verse.

"Wisht that yarn was true about him as it 'peared to be
"Truth made out o' lies like that's good enough for me."

Miss Frances Maitland, a London authoress, sending a book of Fairy Tales to a friend in this country, wrote between the covers this bit of wisdom. "It is a very good thing not to be in any way afraid of fairies, for without doubt they have then *less* power over a person, but to make too free with them, or to disbelieve in them altogether, is the most foolish thing that man, woman or child can do."

Fairy stories are as old as the world, if we may believe Andrew Lang, who says some of them might have been told to Cain and Abel by their mother.

In the recent Christmas lists of new publication there appeared no less a novelty than a "Story"

of an Enchanted Automobile." Mr. Lang is a stout defender of the fairy story and claims for boys the right to their "Arabian Nights." The modern attempt to represent fairy stories pictorially has in a great measure failed lamentably. There should be no place in such stories for the hideous or gruesome element.

Stories in rhyme have an added value and are especially pleasing to children. Riley's "Songs of Cheer" and "Child Rhymes" are veritable treasures for all children. Shall we ever forget the "Raggedy man?"

"An' the raggedy man he knows most rhymes

An' tells 'em if I be good, sometimes"—

and then again this precious little dedication:

"To Lesley and Elizabeth,
And Jim and Jinks and Dallas,
And Dory Ann and Bud and Seth
And little Rachel Alice.
Marcellus, Ruth and Silence—yea
And all their little brothers
And sisters in the world today,
And all the blessed others."

During the celebration of the Longfellow centenary an incident was recalled that goes to prove how much a child thinks of his make-believe literature. Mr. Longfellow was showing a small boy some of his literary treasures—beautiful autograph copies, rare issues, etc. The child looked searchingly at the shelves, and then asked: "Mr. Longfellow, have you 'Jack and the Beanstalk?'" The poet was obliged to confess that that classic was not in his library. The guest departed. The next morning the bell rang very early, and there on the mat was a small boy with a parcel in his hands. The maid refused him admittance, but the master of the house, hearing the high child-voice, came out into the hall and invited the visitor into his study. The boy removed his red mittens, untied the parcel and presented the poet with a highly colored copy of "Jack and the Beanstalk." The giver had written his name in staggering letters on the front page. It was an autograph copy, in his opinion.

COMPOSING STORIES

It is a very great pleasure to children to compose stories. I now refer to literary efforts—not lies. They will make up stories about the home-pets, or perhaps think out something purely imaginary. Encourage such efforts—under wise restraint—and do not be troubled if the young imagination runs riot occasionally. It is not very hard for a small harmless dog to become a lion

in the child-novelist's imagination. He will turn the lion back into a dog with equal facility and enjoyment. Such mental exercise is no more conducive to lying than were the imaginary trips to the ends of the earth or to Mars that we described in our school composition, at the direction of our good teachers.

No, a child does not learn to lie from making up stories. But it does learn to lie from such examples as the following:

"I don't know where that boy learned to lie," said a mother to her boy's teacher, who had called to inquire why James was absent from school. "His father is truth itself, and I am sure no one ever heard me tell a lie. Alice, go out and hunt up Jimmie, bring him in, but don't tell him his teacher is here. Tell him it's grandma wants him. That will fetch him," she assured the teacher. "Grandma always brings him something."

MEMORIZING PIECES

Young children often show much aptitude in learning songs and recitations. They delight in speaking pieces when in the mood and in the right place. Never force a timid child to recite publicly. And it is wonderful how timid even some very brave hearts become when their owners are under the scrutiny of a public assembly, as at a school exhibition. Stephen Crane in his "Jimmy Trescott" stories draws a portrait of little Susie Timmens going on the platform, her face white as death, her lips blue, her voice quaking as she gasped out that she was "Queen of the May." Jimmy, a dauntless spirit among his mates, stumbled on the stage, "going half blind with fear" and vainly hoping that something would save him from having to recite the *Charge of the Light Brigade*. But nothing happened, except that Jimmy broke down hopelessly in the "charge," and that there was aroused in him then a dislike of speaking in public that he never overcame.

CONNECTED TALKS

A series of talks, carrying the interest from one story time to the next, proves helpful in securing attention and developing the habit of thinking. The subject that includes a child is most pleasing, though even "grown-ups'" books can be used to advantage. "David Copperfield's" experiences in childhood make a fine series beginning with his happy life in the Rookery with his dear mother, and following him through his trials

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The Movement for Universal Physical Education*

By E. DANA CAULKINS

Manager, National Physical Education Service

There are a few things about this campaign for universal physical education that will be of interest to you. I am not sure that all of you know just what it is that we are striving to achieve. I do not want to go into an explanation of the physical education laws enacted in the states, nor to give elaborate definition of what this thing, physical education, is that we are talking about. Briefly, we are aiming through these state laws to provide the requirement that the children in the elementary and secondary schools shall as part of their training receive adequate training in physical education. We want through these laws not only to provide the requirement but to release public funds for the purpose; and also to provide and release public funds for the training of a personnel which will make it possible to carry out an effective program of physical education. So we have tried to make provision that a state superintendent of education shall be provided with a division of physical education in which there shall be a trained director, and that he shall have an appropriation for travel, printing, and incidental expenses so that he may make his influence felt throughout the state. We have tried to provide that regular classroom teachers shall be trained so that with occasional guidance of a special teacher of physical education they can carry on a daily program of physical education. That the normal schools shall do this we have tried to put in laws carrying the necessary appropriations. That, in general, gives you the main provisions we are striving for.

In some states we have been able to get appropriations for the payment of salaries of local special teachers of physical education. This gives a strong impetus to the movement in a state. We are interested in quality as well as quantity, and with all this rapid development quality has not been sacrificed to quantity. The program is improving all the time. Thirty-two states have laws providing for statewide establishment of physical education as a regular part

of the school program. Thirteen states have full time supervisors, and three have part-time state supervisors, so that the program has developed rapidly, when you stop to think that five years ago there were only eleven states that had legislation of this sort and only three state supervisors of physical education. For some time past we have believed that in order to expand so as to reach every child in the nation, we needed to provide sound leadership which would aid local communities and states in avoiding wasteful expenditures on experiments, and further that we needed a strong national leadership. Therefore we have been carrying on during the past few years a campaign of education as to the need for national legislation, to demonstrate that our national government is interested in the training of the youth of the nation for citizenship as much as they are interested in the prevention of forest fires, the vaccination of cattle, and other activities in which the national government aids the states.

The situation with reference to the legislation in which we are interested has not greatly changed in the past year. There were several measures proposed in Congress, which directly or indirectly would provide this leadership, and it happens that this wealth of propositions has really been a handicap, because it has enabled those opposed to this thing to play off one measure against another and so prevent any from coming to enactment. However, we are hopeful that during the coming Congress a united and successful effort will be made to provide national stimulus for the universal expansion of physical education throughout the United States.

The American Legion has during the past year been active in aiding to secure state legislation for physical education. I believe before long the American Legion will have as one of its major objectives, as far as public welfare is concerned, the establishment of physical education through state and national legislation.

They have developed a strong campaign for the things needed for the welfare of the service

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*Address delivered at Tenth Recreation Congress, Springfield, Illinois, October 8-12, 1923.

The Campaign for National Physical Fitness^{*}

By

JOHN J. TIGERT

United States Commissioner of Education

I learned not long ago myself what I had not known before and what I think is not generally known, that after we had done all our weeding out of the unfit and had gone through physical training and all our other preparations for winning the war with the rest, that still we had two hundred thousand men later found to be physically and mentally unfit to do anything, and so there is increased reason why we should be concerned about the physical welfare of our people.

I do not know why Mr. Caulkins asked me to speak on this program, because I am not an expert in the field of recreation or of physical education, although I have had considerable experience in athletics. I want to use the time I have to point out that our system of physical training in American schools has been productive of a great deal of evil. I do not say it has not been productive of a great deal of good. Whether the evil has outweighed the good I am not sure. Perhaps there has been more good done than evil, but we have been rapidly approaching a crisis in some phases of physical training in the schools of America, and some there are who are wondering how long it will be before we change our ideals, if they may be called such, in physical training. We do not yet reach the majority of children in our schools, and not only is that true, but stop to consider that of the 22,000,000 children of school age in the United States only 16,000,000 are going to school. We reach in the schools as large a group as any other organization reaches through playgrounds, Boy Scouts, Girl Scouts, and other organizations. There is no organization in which we have more direct control and supervision than in the schools, so that the program in the schools is one that is significant and important not only from the standpoint of the numbers reached but from the high degree of control which we have over the group. Because of the false ideals and the evils that exist in the training in the schools, we have

one of the most difficult problems and one of the most important problems that face those who are working for high standards in manhood and womanhood.

THE ROOT OF EVIL

I think the trouble all comes under one great evil; not money, the love of which we are told in the Bible is the root of all evil, but something that corresponds to money as the fundamental root of evil in American ideals, and that is the idea that in order to take part in physical training we must have competition, and that the aim is to win. The idea that winning is the principal function in our interscholastic contests is the root of all evil. I have competed in and have directed athletic contests in America and in the old country, and I know what is immediately apparent to anyone who takes part in physical education or in contests in European and American schools, and that is that in America the chief viewpoint is not for the purpose of exercise. Practically universally not only participants themselves but spectators regard winning as the desired end. The result is that we have a small number participating. When we go over on to the other side, to Great Britain, we find a large number participating and a small number looking on. When I played football in America I remember we were all interested in the size of the crowds, and when we came on the field we looked to see how many people there were. In England we never had any spectators because everybody was off playing somewhere else. Those who were not rowing were playing cricket or some other game so that there was no student body left to spectate. I have been asked if the English people were more interested in sports than the Americans, and I have answered that the Americans were more interested in looking on and the English more interested in playing. It might seem that the English like to look on, because of the great crowds that attend the races, yet these are exceptional and belong to what is known as professional rather than to amateur athletics.

^{*}Address delivered at Tenth Recreation Congress, Springfield, Illinois, October 8-12, 1923.

The desire to win being so prominent in the minds of the American people results in bringing out the experts, so to speak. It brings out certain individuals who are supposed to have unusual abilities for winning, perhaps some kind of ability in winning a game that others would not have, with the result that those less expert are relegated to the side lines.

TREMENDOUS PHYSICAL STRAIN IN CONTESTS

Another great evil that comes from this same thing, the desire to win, is the fact that these contests take place under strenuous conditions, so that even among the experts more damage is done than good. Last year I was in New England and had the honor of speaking at a banquet given by the New England Association of Colleges and Secondary Schools, at which, among others, President Angell and I were guests. President Angell said he would rather have an immoral professor of Greek in Yale than an immoral football coach. When it came my turn to speak I said that in view of the fact that I had been both of those I agreed with the President of Yale University, because of the fact that I had had experiences that showed to me that the men who were training the girls and boys of America on the playgrounds have the opportunity to teach some things that the men teaching Latin and Greek do not have. It seems that I have great difficulty in making myself clear sometimes. Either I do not understand the English language or do not speak it plainly; at any rate it seems impossible for me to speak so that newspaper reporters will understand what I am trying to say. I was not long afterwards at Rutgers College, and being very nervous about the reporters, said to them in advance of the meeting I was to address, that I wished they would be very careful and listen to what I said because newspaper men had sometimes put statements into my mouth for which I was afterwards criticized severely. So, in my address I said that to me it was unfortunate that if we raised the question as to who was our greatest American hero, while ex-President Wilson was over there in S Street,

a man broken in mind and body, and while up at the White House was Warren G. Harding breaking fast under the strain of strife and criticism, so many Americans would vote for Babe Ruth. When the esteemed journals came out the next morning they reported me correctly, but they added—"Here is a man who never worshipped heroes, who never went to a football game, who never was inoculated with the disease of golf." I have remarked on other occasions that God did not do much for me in the way of physical pulchritude, but anyone might see that my nose was one-sided and that I had two scars over my left eye, the results of activities in football, not to speak of other marks on my body that, like Bill Nye, I should be glad to show you except that as a result I might bleed to death.

So I want to make the point that even among the experts who have opportunity to play in intercollegiate athletics more damage is done than good when one speaks from the physical standpoint. If anyone ever compiles the statistics of the average length of life of men who row in college races, you will be surprised to learn how the college eight cuts down a man's life. I rowed in one boat race and after it was over I

I think the trouble all comes under one great evil; not money, the love of which we are told in the Bible is the root of all evil, but something that corresponds to money as the fundamental root of evil in American ideals, and that is the idea that in order to take part in physical training we must have competition, and that the aim is to win. The idea that winning is the principal function in our interscholastic contests is the root of all evil.

did not know for hours where I was nor what I was doing. It was several hours before I was able to get back my control of mind and body. Some institutions have discontinued boat racing because of the fact that it has done so much damage. We have this same thing, perhaps in less degree, in other sports, due to the American deification of the god of winning. It all goes back to the anxiety to win. That causes a very careful selection of the men who are expert players, and after they have played they are overstrained, overworked, so that we find the greatest athletes in America brought prematurely to disease and death. We find men like Christy Matthewson, still a young man, wasting away with tuberculosis. We see Rube Waddell, a young man, dying because of certain phases of competition. And that is always true of professional athletics, because everyone who goes into professional contests goes in for winning, for it

is the ones who have the highest scores for winning who get the better salaries. So that is the kind of thing that inevitably follows over-anxiety to win.

Of all the crimes I ever committed, the one I plead guilty to is that back in those days, when I was young and thoughtless and directed athletics not only for men but for women, I coached a girls' basketball team without losing one game in four years. That group of girls went into the game with all the motives that are instilled into boys and men in contest, and whether they were physically unfit or not they went into the game. I have often said since then that I never committed a greater crime than that. God only knows how much damage I did to those girls. Now if that thing is going on all over the country today, and it is, it is not possible to say whether more good is being done in interscholastic contests among girls than harm. When you begin to think about it you will find that practically all the evils and dangers that come from the present system of physical training in America go back to this desire to win. A few days ago I had the opportunity to see some athletes and dancers trained with different ideals by Neils Bukh in one of the people's colleges in Denmark. And I want to say to you that either they are the biggest fake that ever came to America or they are the most wonderful thing that ever came to America. To have a group of young people trained to physical perfection who seem to get as much pleasure out of vigor of body and symmetry of movement as Americans get out of winning is a very great and wonderful inspiration.

PROFESSIONALIZATION IN COLLEGES AND SECONDARY SCHOOLS

There are other evils that grow out of the worship of the god of winning in America, and perhaps among these the most serious is the professionalization that is taking place, particularly in the colleges, but which is even now permeating the secondary schools. I do not know that there is a college or high school in America where the authorities are subsidizing athletes to represent their institution, or where even the authorities might be said to be winking at it, but I do know that all over America, in every section, there are athletic teams that are hiring professionals, and the result is that boys in our high schools and men in our colleges are being corrupted. Among the colleges that stand the high-

est in the esteem of Americans are those that have succeeded because their alumni and interested business men and others have subsidized their athletics till they have come to have the reputation of having the great teams of America.

A GOOD SPORT

I was considerably embarrassed by being asked to be an official in the Harvard-Center game, because of my position. I did not want to officiate, but the Secretary of the Interior said it would be a good thing, so I went up and acted as linesman in that game. Like all people in the South, I went up with a prejudice against Harvard, with the idea that Harvard was rather snobbish and all that, but I came out of that game with more respect for Harvard than I have for any other institution I have ever struck in America. This is because I found there a spirit that we do not have in some other parts of the country. In the last quarter of the game, with the score six to one in favor of Center, with three minutes to pass the ball across the goal line, the Harvard man made a good run and caught the ball, but I had seen that he was off side and I had to make the decision against him. It was an embarrassing decision to make because if that ball had been allowed, knowing the finishing power of a Harvard team and realizing that Harvard was speeding up, I saw the game would have been Harvard's. But this man was off side. At the end of the game I expected to have a hard time getting off the field, but instead the Harvard captain came up to me and said, "Well, we had a nice day. Harvard did not have much luck today, but I want to tell you we are perfectly satisfied with your decision. One of our men noticed that man was off side."

I used to play tennis, a long time before I went to Washington, and I noticed in playing with American players that many of them when a ball fell in a doubtful place were inclined to call it their way. Over in England I never once found a man like that. It was rather embarrassing to me because many times when I knew I had lost a point my opponent, realizing I was in no position to see, would insist on its being in my favor, or at least calling it a "let." That shows the difference in attitude when the objective is recreation, social intercourse, and to make the occasion profitable physically as well as otherwise. It is difficult to interest the boys of

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The Gateway to Adventure

By

MARY NOE ARROWSMITH

Education Section, National Safety Council

There is a certain expression in common use as a rule of conduct, which seems to slam a door in one's face. It is the slogan, "Safety First." Nobody really believes in it—at least it is to be hoped that nobody does—and yet the word "First" almost inevitably follows "Safety" in people's minds. Much harm has been done by the general application of an idea which originally had a valid, specific application to railroad operation. We want our railroads to be safe, even before we want them fast, or comfortable, or luxurious. "Safety First" has a real meaning in this connection and also in the carrying on of certain dangerous industries. But in its application to conduct in general it has no meaning whatever, and in fact it does positive harm like any other false slogan.

How then can we get people away from the use of this expression? Can it not be done by substituting for this old, or rather incomplete, idea a new conception of safety as the gateway to adventure?

What we all want life to be, and what it should be, is a series of fresh, vivid experiences. There is so much to do, to see, to feel and to think about in this world, that every moment can be an adventure, if we keep our spirit and senses keen and sensitive and receptive. In a child's world, adventure is usually physical activity, that is the dramatization of some idea in his mind. In order to give this activity full scope without coming into painful conflict with the ever increasing complications of modern life, he needs a sort of mental armor, which was quite unnecessary a hundred years ago, or even fifty. To forge this armor for the protection of the child, we must not appeal to fear. Such an attempt will either leave him indifferent or do real harm by upsetting his poise in an emergency, besides causing him much unnecessary mental suffering. We must equip him with the knowledge of how things work and where danger lies, together with the ordinary means of counteracting it. We must also show him that safety, which simply means doing things the right way, makes it possible for him to have a life full of continuous adventure, without the wasted opportunities that follow in the wake of an accident.

We must make him feel that carelessness and ignorance are not only wrong, but stupid. It is the child who is active, alert and observant, who is also safe even in dangerous surroundings.

Only selfish anxiety on the part of those responsible for a child will keep him from the activities and experiences that should be his and that can be his with perfect safety at the expense of a little teaching. For example, a lake, or a river, or the sea, offers certain quite serious dangers to those who are not accustomed to the ways of wind and water. It is obviously important to teach a child what to look out for when he has his first experience by the water, such as strong currents, undertow, shifting sands, cold streaks and so on. It is also obvious that a child can have very much more fun in addition to being safe, if he can swim and handle a boat, than if he cannot. The same principle applies to playing in the city streets where the problem of child safety is greatest. It is not enough to tell a boy not to roller-skate in a crowded street—he must know where he can roller-skate, or what he can do that will give him the same sort of fun. We have no right to take away any adventure unless we have something to substitute for it.

Safety is not an academic question. More than twenty thousand children of school age and under are killed every year in the United States, and twenty-five times as many are seriously injured. The suffering and waste of life and happiness that follow make this a question that cannot be disregarded. But we are on delicate ground here, dealing with fundamental instincts. Two things must go hand in hand—the provision of places where children's activities and imagination can find full scope, and the teaching of safety on its positive side. To be safe just for the sake of escaping injury does not make a strong appeal to anyone, much less to a child. We must give a more valid reason than that. Life is made up of chances, some to take and some to turn down. Safety, in its broadest aspect of conservation, not only of life but of opportunity, means taking the chance that is really worth while—the chance that will lead us, if we will, through the gateway of adventure to a more abundant life.

Note: The Education Section of the National Safety Council, 120 West 42nd Street, New York City, will be glad to furnish information and publications on Safety Education upon request.

To Revive Interest of Men in Choral Singing

ASSOCIATED MALE GLEE CLUBS PLAN TO PROVIDE CONSTANT SUPPLY OF RAW MATERIAL

A re-birth of vocal activity among American men, brought about by the wartime singing, is to be crystallized in a definite campaign to create more male glee clubs in our country. This movement is finding expression in an organization to be called the Associated Glee Clubs of America. The formation of the association is to be perfected at a two-days' organization meeting in New York City, March 10 and 11, to which all the glee clubs in the northeastern coast states have been invited to send representatives. A graphic example of future activities of the association will be offered in a massed concert on March 10 in Carnegie Hall by 600 singers of the following combined clubs: Mendelssohn Glee Club, University Glee Club of New York, University Glee Club of Brooklyn, Singers' Club, Banks' Glee Club, Friendly Sons' Glee Club, Montclair Glee Club, Nutley Glee Club, Mount Vernon Glee Club, Orpheus Glee Club of Newark and Orpheus Glee Club of Flushing.

Before the war, men's choruses and male sections of mixed choruses had been languishing for lack of members. Therefore one of the objectives of the new association will be to provide an increasing supply of raw material for clubs old and new. This will be done through establishing music-reading courses in all public schools. Another objective will be the holding of a triennial singing meet in the central city of each of the six sectional departments. At these meets the clubs will not only join in a common repertoire but will compete against each other for honorary prizes.

Junior glee clubs will be fathered by the adult clubs in order to avoid wasting the choral training of boys just graduated from high school. These will be feeders for the parent clubs. Male choruses among industrial groups will bring about the tilling of another rich, undeveloped soil. Glee clubs all over the country are pledging support to the movement in messages to its secretary pro tem, C. W. Old, 62 West Forty-fifth Street, New York City.

"I hear America singing."

The First Year in Logan

Few cities in their first year of Community Service operation have developed a more dignified, expressive and far-reaching program than Logan, Utah. Dramatics, music, playgrounds, athletics, community celebrations and finance are departments of the work, each directed by a separate committee.

Social recreation has been one of the most popular features. Believing that the grown-ups of the city needed more simple, joyous play, Community Service arranged an evening of games and folk dancing and sent out more than three hundred invitations to business and professional people. At first the response was not encouraging, but the evenings soon won a following and continued once a week through the winter.

One business man who for the first time had learned the joys of active participation in play wrote the Community Service executive secretary, Mr. W. O. Robinson, "Allow me to congratulate you on the very fine entertainment provided for the business and professional men of our community in the Wednesday recreation hour. To my mind it offers the very best type of recreation and exercise to be had by those whose work confines them to the office or the school room."

A brief institute for training in social leadership has influenced the spread of social recreation in every ward of the city. Hundreds of fathers and mothers who had not really played in years have been led out on the floor through Community Service social recreation. The play parties have shown hundreds of young people that there can be fun in a social evening where there is no social dancing.

Athletics have included volley ball, horseshoe and baseball. More than 150 girls are enthusiastically playing volley ball. With the consent of the church authorities, three horseshoe courts were built on the tabernacle grounds and equipped by the Rotary and Kiwanis clubs. Two tournaments were conducted—one in the fall and one in the spring. All over the city could be heard the ring of horseshoes and the laughter of men and boys at play. "This is a great thing to keep us out of the pool hall," commented one young fellow. The fifth and sixth grade boys of the city schools were organized into a baseball league, and a church baseball league consisting

of about eighteen clubs was then organized.

A supervised playground in each ward is the aim of Logan Community Service. Regular recreation hours are being held in each ward, pending the organization of the playgrounds. About seventy-five young men and women are being trained for playground and recreational leadership. A home playground campaign was conducted as a feature of National Play Week. With the aid of the Kiwanis Club and the Parents' Sunday School Classes, a pamphlet on home playground apparatus was published and put into all the homes of the city.

The Dramatic Committee took over what was known as the community theatre ("Being a name rather than a place," Mr. Robinson explains). They organized for work with the following committees—business, repertoire, publicity, scenery, lighting, properties and costumes. Five very worthwhile productions were presented last winter and spring, ending with an open air production of *A Midsummer Night's Dream* that has been generally declared the greatest contribution ever made toward the advance of dramatic art in Logan. More than fifty young men and women were trained in the technique of play production through a six weeks' dramatic institute. Representatives of various ward organizations, they have later given aid in dramatic productions in their own wards.

Community singing has been the principal music activity. A new idea—"Local Composers' Night"—held in the Fourth Ward brought Logan considerable publicity.

A reception and banquet to new citizens—young men and women who had reached the age of 21 during the year—was a novel and impressive civic ceremony fostered by Logan Community Service. Very successful celebrations of Hallowe'en, Thanksgiving, Christmas and Independence Day were held.

During the Farmers' Encampment at Utah Agricultural College, Logan Community Service furnished twenty recreation leaders, who materially assisted in making the encampment a success. They led folk dances, conducted community sings and furnished special music for the general meetings.

Community Service offers a vital and practical means of weaving ideals and vision into the everyday life of people, to the end of making it more worthwhile for them to live.

ROSALIND F. RIEMAN,
Westchester, New York.

Recess at a Mexican School

By

ROWENA GALLAWAY

It is recess or playtime at a large school for girls down in the central part of Mexico. As a rule, the boys and girls of that country do not go to the same school. The weather is bright today. The children would like it better if it were cloudy, for they are so used to the sun, which often shines very hot, that they think a cloudy day is a real treat. If it had been grey weather this morning, they would have come to school happy, calling to their teacher, "Good morning, Señorita. What a pretty day!"

Let us go out to the patio, as they call their playground, and watch the children. We see two tiny girls standing under a banana tree. They are holding a big handkerchief between them. One has hold of one corner and the other of the opposite corner, and they are singing, *Tight and loose I lost my fortune, Tight and loose I have to earn it again*. As they sing the word "tight" they hold the handkerchief very loose, and when they sing "loose" they stretch it tight. (This is a good game to play with a baby, as we do *Five Little Pigs Went to Market*.)

Those ten little girls over there near the huisache tree are playing a game like our *Tag*, but they call it *Moon and Stars*. One child is the *Moon*, and the others are *Morning Stars*. The *Stars* must stay in the light. Whenever they run into the shadow the *Moon* tries to catch them. Look at that little girl in the pink dress, daring the *Moon* to chase her. Now she is caught and it is her turn to be the *Moon*.

"Let's play *Sick Man*," calls Maria, a pretty child with black curls. A number of children come running towards her. They sit down on the grass all in one row. There are twelve of them. Maria names each girl something that can be given to a sick man; such as chicken soup, orange juice, milk, quinine. Then she starts down the line by asking the first girl, "What are you going to give the Sick Man at one o'clock?" and the girl answers, "Chicken soup." Then Maria asks, "Chicken soup at one o'clock?" and the girl should say, "No, at one o'clock chicken soup." Next Maria asks the second girl, "What are you going to give the Sick Man at two o'clock?" the third girl, "What are you going to give the Sick Man at three o'clock?" and so on down the line. The player must always

answer the question backwards no matter how many questions Maria asks her. If she does not, she has to pay a fine or forfeit.

And, when the children pay forfeits, they let the first one who redeems her forfeit name the sentence of the next person, who has to pay.

This is the way Maria and her friends decide who shall be "It." One of them secretly names three others each a color. She tells the rest of the children what the colors are, but not who they are. Then she sings, "Here I have a little box with three feathers on it." She goes up to one of the children and asks, "Which shall I pluck?" The child names one of the three colors. Then she sings to another player, "Which shall I burn?" and to a third player, "Which shall I keep?" The last color to be answered is "It."

Some of the older girls are playing *John the Flute-Player*. You see how they are laughing and making all sorts of funny gestures. The leader, "John," tells each of the others a certain action to imitate. They all begin acting. One of them is churning, one is writing on a typewriter, another is primping, and so on. Then John sits down in the middle of the circle of players and begins to play an imaginary flute. Every now and then he stops playing flute to do what some other person is doing. Then that one must play flute. If he does not do so, he has to pay a forfeit. John, or whoever is playing his part, has to play and at the same time sing, "This is the game of John the Flute-Player, That everyone must watch John's playing." When the leader sings and plays fast, this game is very exciting.

The bell is ringing, so Maria and Delfina and Guadalupe and all the other children have to hurry back to their lessons. Sometimes on Friday after school is over they have a party indoors. Then they play these same games that we have seen, as well as many others. They also play games that are just like ours, but they call them by different names. *Please and Displease* they call *Favor and Disfavor*, which means about the same. Instead of our *Stage Coach* they play *Correos*, meaning *Post Office* or *Mail*. When they play *Pussy Wants a Corner* they say *Pussy Wants to Rent a House*, and "Pussy" goes about asking for a "house" instead of a "corner." *Tocador*, which means *Toilet*, is like our "Fruit Basket"; each player is named some article that has to do with dressing, as comb, soap, mirror. Mexican children like to act and are always making up little plays.

Mothercraft on the Playgrounds

Playground instruction in mothercraft is only a part of the larger mothercraft movement which in the past few years has spread from Massachusetts, where it is being promoted under the auspices of the Massachusetts State Federation of Women's Clubs and has become nation-wide and international. On several playgrounds of Massachusetts, beginning in 1918 in the city of Newton, mothercraft, a definite plan of education of girls in the fundamentals of personal health and in the care of babies, has been taught by playground instructors, preferably those who have had experience as school nurses. The opportunity thus afforded on the summer playgrounds was demonstrated by Ernst Hermann, who very successfully proved on eighteen playgrounds the usefulness and popularity of this work. It was at once seen that the playground gives a natural opening for mothercraft, since many girls come in charge of smaller children and babies, and a valuable chance is then offered to give instruction.

These playground activities have been directed by Miss May Bliss Dickinson, R. N., Founder and Director, from Mothercraft Headquarters, Trinity Court, Boston, whence mothercraft has been introduced into public and private schools, colleges, settlement houses, Americanization classes and elsewhere. With the aid of foremost medical men and educators a standard course of instruction has been worked out and embodied in a mothercraft textbook, *Children Well and Happy*, which through the generosity of a friend of mothercraft has been published for distribution practically at cost. The course can be covered in twelve lessons, which are so carefully outlined that the playground instructor, even though not a nurse, easily gives the instruction. For class demonstration babies are sometimes used, although the mothercraft doll, infant size, which may be secured from headquarters, is advised. Diplomas for those who complete the course may be obtained. To acquaint the community with the work and secure general interest, the Mothercraft Committee has prepared a Mothercraft film, made in California, under the most favorable auspices. There has also been prepared a lecture, illustrated by beautifully colored slides, several of them showing mothercraft classes on playgrounds. Film, lecture and other mothercraft material may be either purchased or rented.

From an Executive to His Board

The following letter was written to the Board of Directors of Cincinnati Community Service by Will R. Reeves, Executive Secretary, while on leave of absence seeking health:

To the Chairman and Board Members of Community Service,

Ladies and Gentlemen:

Circumstances over which I have no control, making it impossible for me to be with you and speak to you of what is closest to my heart just now—I beg your indulgence and patience while you read the following words, hoping that what I have written will be the subject of careful consideration and free discussion.

What can any man or group of men do to make this old world of ours a better place to live in? To me, there is only one answer to that question. He or they must use every reasonable means to bring about a revaluation of men's spiritual ideals and standards so that the materialistic and the individualistic concept of life will cease to be, and in their stead will come the higher concept of man as first, a spiritual being with faith in and hope, aspirations and longing for a better way of life—and second, a producing unit who must be fed, clothed and housed.

Economic determinists would scoff at my placing what in their minds is the cart before the horse, and be quick to point out that upon economic well-being or the lack of it, rests man's ability to think of this world as a place where good will, fellowship and peace can prevail through the efforts of the like-minded—*working together*. This in a measure is true—as man's mental and spiritual road toward the light is made easier by economic sufficiency. But the economic environment of practically *every great spiritual leader* is proof that mental and moral qualities are not *wholly determined* by the amount of bread one has to eat, or the kind of clothes one wears.

Man can be trusted to fight to the last breath for the necessities upon which physical life depends, but even after they are acquired, he *must always* be guided, led, and even forced sometimes by pressure of public opinion to look above and beyond himself and his immediate family, to consider the needs of his community, the state and humanity as a part of his individual, conscious responsibility.

The great humanitarian movement of the Nine-

teenth Century has received a tremendous impetus from the evils—industrial and spiritual—laid bare by the World War and its false peace. Motivated by fear, loss of economic security, the cutting away of the old spiritual values and an incurable altruism, men are questioning the materialistic standards the age of industrialism has erected and looking about them for means whereby true knowledge, fellowship, love, and peace can be made the values most worthy of cultivation. The tremendous growth and increased influence of social service agencies, the rationalistic movement in the Church, the acceptance by a growing number of so-called idealists of the principles of the League of Nations, are symptoms of an increasing dissatisfaction with things as they are and of the standards and values that have made them so.

As I understand it, Community Service is a concrete expression of this dissatisfaction and an earnest of the belief that the leisure or free time of men and women can be used to bring them into a better relationship with one another through common participation in activities they already like or can be taught to like. Proof of the soundness of this idea can be found in the experience of our own Community Service organization, where the requests for services to various neighborhood communities now engage as large if not a larger proportion of our time as those activities actually initiated by us. This is no mere lip service to the community ideal we stand for and talk about, but an actual demonstration of the fact that organized groups and private individuals are looking to us for help in the working out of community problems.

Naturally, the success of work of this type is absolutely dependent upon the character of leadership supplied. It cannot afford to be wholly professional, if it is to escape the onus that falls on the individual or group *appearing* to be engaged in any form of social service *for a livelihood*. This professional group *must* be balanced by an even larger body of public-spirited citizens whose services are given voluntarily, as an earnest of their belief in the expressed ideal. The real leader of these combined groups of paid workers and volunteer committees or board members, may be the chairman of the board or the paid executive. In either case, the functioning group should be so impregnated with the dynamic ideal that the temporary or permanent loss of either or both should not affect the group philosophy or objective. This, to be sure, is an ideal picture, not

readily attained, but surely to be dreamed of and worked for as within the power of human achievement, *if* the group does not lose faith or courage.

In Community Service as it is organized in Cincinnati today, we are far from having reached this point and no one is more to blame than your executive secretary. It needed this separation of time and distance to make him aware of the grave faults he has committed, in not sharing the burden of responsibility and the joy of work with the Board members. If this had been done, he is confident that with the knowledge acquired only through active participation, would have come an enlistment of interest in the work as strong as his and as great a reluctance to see any backward step taken.

The situation as it exists today, however, is not by any means a hopeless one, and the following suggestions, your secretary believes, will be helpful in stimulating a more active interest in, and consequently a more intelligent appreciation of the work we are trying to do.

First—Let there be a frank recognition that absence from Board meetings unless caused by illness or out of town business, is a breach of faith not only with the organization but with the contributing public *whose stewards you are*.

Second—As intelligent interest cannot be founded on anything less than true knowledge, let an earnest effort be made by every Board member (a) to *read the monthly reports with care*; (b) to receive committee reports based on actual participation in such city-wide activities as Boys' Week, Hallowe'en, Christmas, May Day and Flag Day celebrations, all tournaments and institutes, such special activities as the supervision of existing Community Centers and the organization of the proposed new centers; and (c) faithful representation on such committees as the Recreational Division of the Council of Social Agencies of which your executive is secretary, the committee looking to the establishment of a standardized physical education system in the parochial schools and such others as may be brought to their attention.

Third—Subscription to and study of such publications as *The Playground*, *The Travelers' Aid Bulletin*, *The Survey*, etc.

Fourth—The purchase and cover to cover study of the Community Service Bible—*Play in Education* by Joseph Lee, our national president; *The Social Problem* by Ellwood, *The Iron Man*

in Industry by Pound, *A Philosophy of Play* by Gulick, *The Abolition of Poverty* by Hollender, *The Community* by Lindemann.

If these suggestions are faithfully followed—and the sum total of time-enlistment involved is not enough to be a burden on any one Board member—your secretary is confident that, as a result our committee will be welded into a unified, enthusiastic and militant body, with true knowledge increased, faith strengthened, and hope for a happy issue out of some of our leisure time problems, given substance.

Faithfully and hopefully yours,
WILL R. REEVES,
Executive Secretary

A Mayor Who Believes in Recreation

The Mayor of Lynn, Massachusetts, in an address delivered January 7, 1924, emphasized recreation as one of the important tasks of the City Government.

"Development of our parks and playgrounds must be continued and to the limit of our means. In the past year, we have acquired one new playstead in Ward Five and by a recent acquisition of land on Sanderson Avenue, we will be able to add materially to the playstead in that district. Need of a playground near Lynn Beach is recognized, but here we are faced with technicalities of an unusual nature, the only ground available being in an adjoining town and under the supervision of the State. Therefore, we will have to continue our efforts for State legislation in behalf of this much needed playstead.

"In Lynn Woods, there remains great opportunity for development. We have started with the erection of a toboggan, which if proven attractive, will be supplemented by others. There is a vast acreage of beautiful woodland and waterfront that should be made available to the pleasure of our own people and our guests at all times of the year. In this respect, we have been delinquent to avail ourselves of our own resources. Although certain usages of this great woodland must be prevented, because it includes our watershed, yet it can be made more useful by efficient and scientific development."

Leadership

By EVA WHITING WHITE

Boston, Massachusetts

The test of real leadership is three years. If a leader lasts three years he is pretty apt to live forever. In the first year you are becoming acquainted; you are becoming familiar with the people in the community, and they are becoming familiar with you. Gradually mannerisms are getting looked into and associations are coming into the limelight, because they know you better. On the second year basis you either sink or swim, and the third year you go on to do constructive work.

After all, that kind of leadership which goes by indirection is the kind which is more worth while than the leadership which we find from the center of the circle. The leadership of the boss shows that he has learned this thing. The ward boss does not want to take office. He does not want to allow people to get at him. I believe firmly that from our point of view the thing that you and I have to look for is the leader who has this power and has influence by indirection rather than by direction.

It is told of Elihu Root, a man of quiet personality, that as a young man he was even more retiring, showing elements of wanting to withdraw from people. After he graduated from law school, a friend came to him and said, "Root, I have this particular case. Tell me if the argument is lined up all right." The man went to court and won his case. He got his fee, and Root did not get a cent. Root gave him pretty good advice. The word passed around, and the next man went to Root and got good advice. He got his fee, and Root not a cent. But in this way Root had trained himself in many problems. He trained himself and tested his own local power.

I believe in community work. The real worker is the person who does very little self-advertising. The public doesn't like that sort of thing. Let the other fellow say that your program is a good program and that your work is worth while.

You have to deal with the general public and with the professional group to which you are allied. The professional group snaps its fingers at the public, it is said. Many social workers are

in that group. They are persons of narrow contacts. They circle around a certain lunch club, and everybody pats them on the back. Pretty soon something happens. They lose influence in the community. Somebody else comes forward. What the public thinks of you is important, and also the meeting of many minds as to your program and as to yourself. The professional group give you the say-so on technical problems. Then you can talk in terms of your particular problems to a point of depth to which you cannot go with the public. You can analyze the problem. The thing is pretty much a balance. We must stand true to our professional group, accept the gauge of efficiency from them, and check up with relation to the community.

Aside from the leadership of the professional in the field, there is leadership in program—in the city's program of general activities. No other education in terms of itself will do the thing. We must point out that education can't come to completion unless our program is used.

We can't go battling against the situation. We must say our say and wait. Much falls by the wayside because people are too hurried about it. Any community that accepts a program overnight is not worth winning. Allow the community to digest the thing you have said. Let them say whether they want it or not. Suggest one outlet, then another outlet. Build up by the demand of the community. When you find people suggesting that you do things for the community, that means accepting the beginning of leadership.

Then comes leadership of the allies with which you are working. Work on a decentralized basis. We must have leaders to speak for us. They must know the program through and through. They must be people whom you have very carefully found out about and who are in good relation to the group of which they are a part.

In East Boston we can't keep up with the demands made on us. We could spend 365 days in the year meeting the needs in East Boston. It proves that members of the staff have done a thing which has won leadership for them. We have supporting it a group of people who have caught the idea.

We have to get leadership for the different phases of our work—people who are thinking in terms of music, people in music thinking along two lines, and so on, either getting more people to accept the same program or to deepen the particular program which you have with the

*Substance of talk given at Conference of Community Service Workers in New England.

same group of people. You have got to have people who stand in a certain relationship in the community. From the point of view of certain phases of our work it doesn't pay to waste time with people who haven't that relationship.

In a Community Service program difference of opinion doesn't trouble. In each group are leaders. We welcome difference of opinion when it comes from keen interest. It is a sign of health. If there is no difference of opinion, probably you are not doing anything stimulating. This question of difference of opinion operates in a group very much as with individuals. It is a high compliment to be criticized if you are doing certain sorts of things.

The thing we have to be sure we do is to handle human nature in such a way that we give it an outlet. Don't try to dam it up. Welcome difference of opinion, because we want to allow it to come out. It is a sign of real leadership in our program.

For the community worker in this field, unfortunately, it is more difficult than any other. He must be exceedingly well informed. We occupy our position in the community in so far as we can meet the many different interests of many different people. We have always got to be seeking, keeping personal contacts as many-sided as we can. It is good for us.

Test yourself. Are you being invited naturally? Are you being invited by rich and poor, by all races, by all religious groups. You must know the arguments of the people you are meeting. We are in with working men. We must know the labor arguments. We have got to have a sympathetic understanding. Suppose you are asked to dinner in the family of a working delegate. He is going to talk about the thing nearest his interest. If you don't know anything about labor, you are bound to show that. You have to know about immigration. What do they think about restricted immigration? We must be informed, in other words.

We have got to know the local gossip. We have got to know the things that aren't serious. Get those contacts and very wonderful things happen.

Sometimes mothers' clubs or lodges will play up this personal attention. If you lose your head, you will take it personally. We want to remember that.

Keep well informed, if you would have a permanent leadership. I always think a sincere and true leader will discover sincere and true

leadership. There is a certain law of averages which will show personalities of that kind.

Communities are becoming more and more intelligent. We have an opportunity now to do the statesmanlike and very real thing.

Promoting Interest in Physical Efficiency

The following suggestions for the promotion of the standards presented in the Athletic Badge Tests are based on the experience of the Department of Physical Education of Cedar Rapids, Iowa.

The course of physical education at Cedar Rapids has been designed to provide a large part of the regular 45-minute period for the practice of various kinds of athletics and organized games. The method of procedure in handling courses of from twenty to forty boys and girls is to line them up in the usual manner for classwork. About ten minutes are devoted to preliminary gymnastics and twenty to the practice of athletics including instruction in jumping, shot-putting, ball-throwing and running. After this the class is divided into squads with squad captains and assistants to keep records. Although this is a free period, the competitors take their place in line in an easy resting position. The total score of the class is taken and divided by the number participating. This is afterward posted on the bulletin board with a statement showing the class average for the day. It is an object lesson in psychology to see the intense interest displayed by the whole school in the standings. An honor roll is maintained with the names of the boys who jump a certain height or chin the bar a certain number of times.

During the school year a definite schedule is outlined for the purpose of promoting the Athletic Badge Test standards of the Playground and Recreation Association of America. One month is devoted to each of the various events. During the final month of the school year the Tests are given and awards are presented to the successful contestants at a special meeting. The success of the plan is shown in the fact that out of a total of 120 boys who tried to pass the Tests 86, or 71.6%, secured badges.

During the school year organized games are conducted in much the same way. Every boy and girl learns to play four or five highly organized games.

The Planning and Construction of Community-Type Buildings

By

LEWIS E. JALLADE, Architect

LOOKING ABOUT

Before planning a building of the community type, a study should be made of other buildings that serve the community and that contain units similar to the ones that you are planning to install in the proposed building. It is necessary to know whether there is a demand for these features and whether such features, if installed in your building, would overlap with similar features in other buildings.

You should also know the needs of the community so that you may know that you really need an auditorium and whether bowling alleys or a swimming pool are necessities. It has been my experience that where a building is planned without a thorough knowledge of other available buildings, very often it contains units which are not at all desired by the people and consequently are an extra burden to carry. On the other hand, valuable features which are greatly desired are sometimes omitted because the funds have been expended on features which are not wanted.

The committee in charge should visit other buildings of a similar type so that it may obtain first-hand information on the operation of such a building. The study should cover, in addition to the plans of the building, direct questions on the cost of operation, the income, the use of the various features by the members, the indoor and outdoor program and any suggestions that those in charge may have to make, on the basis of their experience, for the planning of your building.

PLANNING THE BUILDING

Each building should be planned for the community which it is to serve. There are no standard buildings. Often buildings will necessarily be small, but it is advisable to employ an architect who has had experience in the designing and construction of such community buildings. It is not desirable to hold a competition for architects covering the submission of plans. Before the work is awarded to the architects, it is necessary to have an understanding as to what the build-

ing will cost. The experienced architect will be able to give you a good idea of the price.

Buildings of the community type should be planned around five ideas:

Supervision

It is important, because of the difficulty of securing funds for operation, that the building shall be so planned that it can be supervised by the smallest staff possible. That means that if you rent your auditorium to the public, it should be a separate unit which you can cut off from the rest of your work. The entrance and exit to the auditorium will be separate from your building. It further means that rooms should be square so that each room will be clearly visible and all activities can be kept under the control of one point of supervision. This is especially true of those larger buildings that contain gymnasium, swimming pools, bowling alleys, game rooms and similar activities. It should always be kept in mind that a plan calling for a number of separate points to supervise will be expensive to operate.

Circulation

The line of circulation of each member using the building should be direct so that in passing from one activity to another it will not be necessary to disturb the unused activity in order to reach the required activity. That is, if you rent the auditorium to outsiders or if you run an entertainment, it should not be necessary for the people using the auditorium to be compelled to pass through your game room; or if you have lockers, showers and swimming pools, the foot space of the swimmer should be progressive from the locker to the shower and to the pool, and not from the locker to the showers and through the locker again into the pool. Furthermore, the circulation should be so arranged that you almost eliminate corridors. Excessive corridors mean bad planning and increased overhead in your operation.

Flexibility

The plans should be flexible so that there is no one room dedicated to one positive use. For

example, if you have a swimming pool and gymnasium, your plan should be so arranged that men may use the gymnasium and women the swimming pool at the same time without having to cut off one room to accommodate the users of the other. Or if you have a lobby or lounge, it should be next the auditorium so that when you give an open house performance that part of the lobby may be used for extra seating for the auditorium. Or again, the library or, if you wish, the Executive Committee room, should be available at times for other meetings of the community. The directors' room, set aside for their exclusive use, would be used only once a month, yet between these meetings it would be carrying heat and janitor services without any return.

Up-Keep

This is probably the most important consideration. Your building should be so constructed and materials so selected that the item of yearly repairs is nil. And it is very easy in drawing up your plans to incorporate items which will mean additional expense. For example, the use of plaster around shower rooms will mean new plaster within several years. An improper arrangement of the showers will mean fifty per cent. more consumption of hot water; an unwise arrangement of the steam piping and valving will mean that you will have to heat the auditorium when the rest of the building is heated even though it is not being used. Improper materials are responsible for excessive budget expenditures and extra janitor service. If a corridor 4 feet wide x 60 feet long x 10 feet high is used, we have 2400 cubic feet of space. If a corridor 6 feet wide x 60 feet long x 10 feet high is used, we have a corridor that has 3,600 cubic feet. If the four foot corridor is sufficient, then the six foot corridor has 1200 cubic feet of building space which is useless. If the building has cost 30¢ per cubic foot, we therefore have \$360 invested in the original building for cubage which is unnecessary. To this must be added the cost of insurance on this wasted space, the daily janitor service, cost of heating and lighting and periodical painting and papering. The 120 square feet difference between the narrow and wide corridor would provide for a room 10 feet x 12 feet which would be a useful room for some activity in the building.

Operating Budget

Before a building is planned, an operating budget should be established which will contain a list of all the expenditures necessary to carry on the program planned. The budget should contain cost of heating, lighting, water, insurance, janitor supplies, repairs, depreciation and similar items plus an item for stationery, telephone, stamps, publicity and similar details. On the other side there should be an income budget showing the minimum income from the various activities such as renting a hall, membership fees, fees from game tables and activities of this nature. After it has been determined that the budget is well-balanced, then you may proceed with your plans, but no building of this character should be designed and built until you know exactly what it is going to cost you and what the operating expenses are going to be from year to year.

There are a great many features that enter into the construction of a building that must be really studied before they are built. The stage, for instance, must be planned as a stage with ample dressing rooms and the right kind of light and with a door large enough and high enough to take in the scenery. There must be a room set aside for the storage of stock scenery. The lighting arrangement of the auditorium must be such that the lights can be controlled from the stage and from the moving picture booth. Next to the auditorium must be a kitchen where food can be prepared, and there must be a storeroom where chairs and tables can be permanently stored. All of these features must be studied in detail.

Note: Mr. Jallade, who is Consultant for the Building Bureau of the Society of Directors of Physical Education in Colleges and for the Boys' Club Federation, has also consented to serve as Consultant on Community Buildings for the Playground and Recreation Association of America. Anyone desiring Mr. Jallade's advice may secure it by addressing the Bureau of Correspondence and Consultation at the Playground and Recreation Association of America, 315 Fourth Avenue, New York, stating his problem as clearly and definitely as possible. Mr. Jallade will criticize plans submitted, give opinions on buildings, materials, costs and budgets, and render any similar service which may be given through correspondence.

Winter Sports

By

ARTHUR R. MORRISON, Chief Supervisor,
Public Parks Board, Winnipeg, Canada

Public recreation in Winnipeg is in charge of the Public Parks Board and as a part of their program twenty-three skating rinks are operated for the benefit of the children living in the various neighborhoods of the city. These rinks are, for the most part, located on private property whose owners are glad to have the lots used in this way. Six of the rinks have toboggan slides attached to them. In a number of instances, baseball diamonds and tennis courts are used without any harm to the surfacing of these areas.

In addition to the city's skating places, there are four covered commercial rinks, one of them with artificial ice. There are also six or seven open-air surfaces for which an admission fee is charged.

SIZE OF RINKS

The average size of a rink is 100'x150'; this, however, varies according to the number of children in attendance, one or two rinks being as large as 175'x250'. Two arc lamps are placed on these rinks by the City's Hydro Electric Department, for which a flat rate per lamp is charged. In connection with each rink there is a shelter well-lighted and heated. These warming houses are built and erected by our own workmen, the cost averaging \$235.

ADMINISTRATION

The flooding is done by our own department, an arrangement which has been found most satisfactory, as our own truck and hose are used for this purpose. The hose is the regulation one such as is used by the Fire Department and is connected to the fire hydrants.

General supervision is provided by a caretaker in charge of each of these rinks, whose duties are of a varied nature, ranging from keeping the ice and shelters in order to teaching the little tots how to skate.

LOCATION

A piece of ground as nearly level as it is possible should be obtained, with water and light easily accessible. The electric light poles from which your lead is to be taken should be close to the rink, and the hydrant on the same side of

the street, so that passing traffic will not be interfered with, or the hose run over by vehicles.

BANKING

This is perhaps the most important phase of the work, as an imperfect bank means the loss not only of much water but also of valuable time. Originally banks were made of 12" boards raised to a height of 36" or 48". This, however, was found to be an expensive item. Furrows are made around the rink, the earth being thrown inwards, the trench being on the outside. The soil is then thrown up and made as compact as possible. With the advent of snow, this is added to the earth, firmly trodden or stamped in, and then whenever possible the bank is sprinkled and made thoroughly wet. The more the bank in its wet state is tramped on, the harder it will become when frozen.

FLOODING

When the weather permits the ground and banks should be sprayed and soaked. A foundation strong enough to contain subsequent floodings will then have been made.

It is very important to know how much water should be put on a rink at a time. Too much water in mild weather serves to take the frost out of the ground, and many an entire "flood" either runs into the ground or away through the banks. An over-supply of water is also a mistake in very cold weather as it is apt to freeze too rapidly at the top. When it is possible, after ice has once been made, a one-inch hose should be used and the surface sprayed with a fine nozzle.

REPAIRS

Warm water should be used to repair cracks which appear on the ice surface, as it melts the broken corners of the cracks and fills in properly. Very frequently large seams appear in the ice which go away into the ground, the water running away as fast as it is poured in. In a case such as this it has been found advisable to fill in the crack with a mixture of snow and water gradually bringing it up to the surface.

Shortly after a rink has been flooded, air bubbles may be noticed. A simple remedy is to be found by touching the spot with a stick. The air will then be released and no "white ice" or blisters remain. Before flooding, the surface of the ice should be thoroughly swept so as to insure smooth and keen ice.

The Problem Column

One of the problems most frequently mentioned by superintendents of recreation is the fundamental one of securing adequate appropriations from the city budget.

A suggestion regarding this comes from Mr. W. C. Batchelor, Superintendent of the Public Recreation Board of Fort Worth, Texas.

"In my opinion there are two basic factors to which whatever success we have had may be attributed. In the first place, the Recreation Board has secured the confidence not only of the City Administration from the Mayor down but of the rank and file of voters as well. This has been accomplished not merely in building up a recreation system which convinced the city officials and the people of the Board's ability to secure adequate dividends on every dollar invested, but at the same time bringing the work which has been accomplished to the attention of the public through the press, various public demonstrations and other means. Among these other means may be numbered the sixty odd addresses which have been made by myself and other members of the department during the past eleven months and the publishing of a report.

"The other factor I refer to is the placing of a request for funds for purchase or development of permanent recreation facilities on the basis of an investment rather than an expenditure. The two largest recreation projects launched in Fort Worth during the past year aggregating in cost approximately \$125,000 have yielded revenues which are not only covering the entire cost of maintenance and operation, but are yielding a sufficient margin to provide a sinking fund sufficient to care entirely for the interest and principal payments on indebtedness incurred in the purchase and construction. I refer to a swimming pool constructed by the Park Board at a cost of \$60,000 and a municipal golf course constructed by the Public Recreation Board at a cost of \$67,000.

"In other instances where we have not been able to show a dividend in dollars and cents as in the tourists' camp and high school athletic field, the attempt has been made to show that these were sound investments yielding ample dividends other than financial.

"Thus, in my opinion, the success of a recreation board depends on exactly the same principles as the success of a bank—confidence of

the people in the competency of its management as shown in the results it produces and the assurance of an ample return on money invested."

Again the Question of Health

I have read with great interest and, in the main, with warm sympathy, the communication from Ernst Hermann entitled *A Question*. My own conceptions and my regulating of my own life and that of my children is so thoroughly in accord with his general thesis that I am desirous of forwarding the movement which he suggests. But even while I should agree that health is in the overwhelming majority of cases the basis upon which all physical, mental, and emotional developments must be made, I am a little dubious about establishing too definite and inflexible a hierarchy of recreational values. I still have in mind the fable of the various organs of the body which Shakespeare uses so effectively in *Coriolanus*. Physical health may be the basis but when it is not tempered and guided by keen intellectual outlook and warm emotional reactions we are in danger of having robust animals rather than balanced citizens.

My only reservation, therefore, to Mr. Hermann's analysis and recommendations is in this very word of "balance." I, for instance, am naturally keenly conscious of the values to be found in the arts, and I can imagine a program of sports which will be developed to such a point that it will leave no space for the serious pursuit of music, painting, sculpture, drama and poetry. These all demand a certain attitude of ease and leisure which do not result from the exhilaration of the more vigorous winter sports, for example. But such sports rightly pursued are the very best tonic for that sane mind and cheerful spirit in a strong body which are the prerequisites for the finest enjoyment of the best art.

Truly yours,

P. W. DYKEMA.

Please do not forget that the Problem Column is intended as a Contributors' Club. Other workers are interested to know what you think about these Problems. Let us hear from you.

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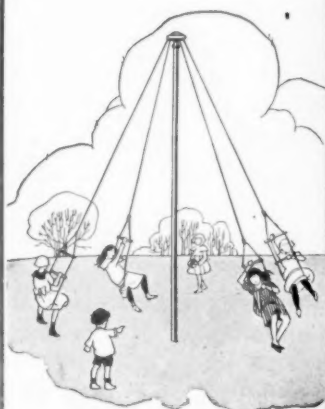
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The Question Box

AN ANSWER BY V. K. BROWN

Mr. Hermann is right, and the answer is "yes," but in my opinion his reasons are wrong, in so far as he assumes that the basic value of recreation is the health value. All human values constitute an equilibrium. There are factors contributing to the net total, whatever the angle from which one approaches any subject. No one would deny that health is a factor, and an important one, in the ultimate value of recreation, but when Mr. Hermann asks, as a contributing question leading up to his main one, "Should we not put health values as basic?" my own answer would be, "No."

I do not believe we can establish a convincing case if we consider our contribution to health as our basic contribution. Our service to health is far from being scientifically conducted. If our contribution to health is the basic thing which we claim to do, we are guilty of neglect. We should reorganize our entire process, and proceed in much more scientific fashion than we are doing, or we are grossly wasting the funds which are committed to us. It seems to me the logic of this is unanswerable. Health service has come to be a thoroughly scientific service. It is inexcusable that we should attack the problem in the way we now do, if health is our primary objective.

My own view is that health is a secondary thing—a by-product. If we achieve it, it is so much the more to our credit. It should not obscure our view of our more important function, which is educational, in a broader sense than is implied in physical education. It seems to me that our function is to provide avenues through which every individual, whether in robust health or not, finds opportunity to employ himself in the doing of things, rather than in merely perceiving them as an intellectual concept, and in doing them to such purpose, and with such recognition and success, as lends him a heightened sense of personal power and possibility, and the stimulating consciousness that in the one thing closest to his heart—the sport or activity of his choice—he has excelled.

I believe that the sense of inferiority, and the fear of failure, which robs so many of both happiness and a record of achievement, is more to be combated in our scheme of education than is ill-health, standing alone. Doesn't ill-health fundamentally get back to this very sense of discouragement and low-spirited despair, which is unwilling

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to vigorously tackle a new regime calculated to bring one back to a basis of personal efficiency? To me, at least, it seems that this is the more fundamental, underlying even health service.

But this view only further supports Mr. Hermann's implication, which is that winter sport should be more widely promoted. The very coddling of our childhood to which he refers is a factor in this same inferiority complex to which I have referred. What is more calculated to stir one to a sturdy sense of fighting fitness than battling with the elements, shouldering one's way through winter's adverse conditions? Winter has in it a tonic to the low-spirited, and we are failing in our function if we do not seize every possible means of developing the first essential of a conqueror—a fighting courage.

V. K. BROWN,

Supt. Playgrounds and Sports,
South Park Commission,
Chicago, Ill.

QUESTION:—What special provisions are being made on the playground for the care and play activities of pre-school children?

ANSWER:—One of the unique features of the children's playground at Hartford, Conn., conducted by the Park Department, is the Children's Village, made up of houses about 4½ feet high, where the children keep house, entertain their friends and carry on activities of various kinds.

The summer playgrounds conducted by the Board of Education of New York City make special provision for children of pre-school age and their mothers. Special kindergarten activities are maintained under leadership.

T. J. Smegalski, Superintendent of Recreation, West Chicago Park Commissioners, Chicago, stated in a report a couple of years ago, "One of the most popular and best attended places during the summer months for play by the smaller children is the children's playground, which is open only to children under ten years of age." . . . "However, the older children and adults who accompany their little ones are admitted to the children's playgrounds as caretakers." . . . "It is at all times in charge of a trained woman kindergarten and recreation instructor."

In the Bureau of Recreation in Pittsburgh, Pennsylvania, there is a department for children under ten years of age and the activities of this department are described at some length in a recent report of the Bureau.

The following statement appears in the 1921-3 report of the Park Board in Dallas, Texas: "The Dallas Free Kindergarten and Day Nursery is also located here (Trinity Park), where mothers who have to work to support their families may leave their babies and little children in the care of competent women who serve them. They work hand in hand with the playground employees in making brighter and better worlds for those who toil and for their little children."

In the 1922 report of the Salt Lake City Recreation Department, there was an account of the Play Kindergarten in that city. "With the objective of furnishing constructive occupation for small children during the morning hours when they are least helpful at home the centers are conducting play kindergartens where handiwork, story-telling, games, songs, sand play, wading and rhythmic are enjoyed successively. This is of great assistance to many mothers during the busy morning hours."

In the 1922 report of Wheeling, West Virginia, the Recreation Commission gives the following statement regarding the summer playground season, "During the morning hours the chief attention was given to the youngest children while in the afternoon and evenings the older boys and girls were given most attention."

We do not have a recent report of the Bureau of Recreation in Scranton, Pennsylvania, but in the annual report for 1920 there was a detailed account of the baby shows which were held on the various playgrounds in connection with baby welfare stations and clinics which were conducted as a feature of the playground work.

In the report of summer playgrounds in Allen, Pennsylvania, last year there were detailed attendance tables in which persons attending the playgrounds were classified by ages and the first group was children under six. Since there was a very high attendance of children under six years of age, it is quite probable that some special provision was made for them.

The reason why most playgrounds do not make special provision for the pre-school age children as a group is perhaps because of the lack of funds to provide an adequate personnel. It is necessary for most playground leaders to direct the play activities of children of all ages, and it is therefore impossible for them to give their whole time to any one group.

THE PLAYGROUND will be glad to have word of any experiences which may help to answer this question.

48

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Werner's Readings and Recitations No. 45 contains a collection of orations, dialogues, drills, monologues and recitations suitable for Lincoln's Birthday celebrations. Especially adapted to school groups. Obtained from Edgar S. Werner, 11 East 14th Street, New York, price 60¢.

VALENTINE'S DAY

A Masque of Old Loves by Faith Van Valkenburg Vilas. A whimsy consisting of a splendid collection of Valentine tableaux. The characters of Pocahontas, Priscilla, Martha Washington, Betsy Ross and others are introduced by the Bird Spirit and the Spirit of Loving Memory. Suggestions for music and instructions for the settings and costumes are given. Obtained from Community Service, 315 Fourth Avenue, New York City, price 10¢.

WASHINGTON'S BIRTHDAY

Washington's Birthday Program. A bulletin describing a delightful series of tableaux. Included are eight Perry pictures, which are of great assistance in working out the costumes. May be obtained from Community Service, 315 Fourth Avenue, New York City, price 15¢.

Pieces and Plays for Washington's Birthday by Grace B. Faxon. A book containing recitations suitable for both the primary grades and older pupils. Several drills are described together with complete directions for the Minuet. A number of dialogues and very short plays are also included. "A Boston Tea Party"—4 fe-



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male characters—may easily be prepared with one or two rehearsals. Mistress Hamilton calls upon Dolly Hapgood. During the visit Miss Dolly offers to teach her the Minuet which has just become the fashion. It is necessary to call in Aunt Jemima to make the fourth, and a good bit of comedy is introduced in working out the dance. Material is chiefly adapted to school entertainments. Obtained from Edgar S. Werner, 11 East 14th Street, New York City, price 30¢.

Washington's First Defeat by Charles Nirdlinger, published by Samuel French, 28 West 38th Street, New York City, price 30¢. This is a gay little comedy in one act, dealing with a first love affair of Washington's. A simple interior scene; colonial setting and costumes. Two females and one male. A few of the lines may have to be cut, but in the main the dialogue moves quickly and sparkingly.


The Doll That Saved an Army by Edyth M. Wormwood. An historical play in four scenes. Splendid full evening play for young people. It includes 12 boys, 6 girls. May be given by a less number by doubling. A patriotic American girl poses as a very young country girl and succeeds in taking important papers to George

Washington by tucking them inside the head of a doll which she carries. Costumes of the Revolutionary Period. The character of George Washington and some very delightful comedy are introduced. Obtained from Walter Baker & Co., 5 Hamilton Place, Boston, Mass., price 25¢.

George Washington at the Delaware by Percy MacKaye. This dramatic action, consisting of one act and a prologue, is an excerpt from Mr. MacKaye's play, "Washington: the Man Who Made Us," which was produced at the Lyric Theatre, New York City, in March, 1920. The cast includes 6 men and 2 children, and the voices of many unseen people. The principal characters introduced are Thomas Paine, Lt. James Monroe, General Washington and Alexander Hamilton. This play is especially adapted to the use of high schools and colleges. Published by Samuel French, 28 West 38th Street, New York, price 50¢. Royalty arrangement must be made with the publisher.

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The Campaign for National Physical Fitness

(Continued from page 602)

America to-day in the gymnasium, as the result of the ideals ingrained into them through our school and college athletics. In these contests that are competitive, the greatest good that comes from them is not physical but something social and moral, and I maintain that these contests will either make men and women who are deceits and frauds or they will make the highest types of manhood and womanhood.

In Missouri, where I first began to teach, I remember that one time when a number of boys were playing baseball—just American high school boys, not the kind of men you would expect to see in professional contests—there was a man on first and he started to steal second. The umpire had not trimmed his glims that day and called the boy safe. But the boy knew better. He shook his head and said, "No, I was out." Did you ever know of Babe Ruth's doing that, or anyone else paid to play? The whole idea is to win and to get the money wagered on the con-

test. When I saw that boy do that, I said to myself that I hadn't much of this world's goods, but I would trust my last dollar with that boy quicker than with any bank.

MOST VALUABLE RESULTS NOT PHYSICAL

I then learned that nothing comes from these competitive contests that is worth while when in the schools we regard winning as a matter of life or death. When boys go into contests with that conception and are taught it from high school on up, it is no wonder we have all these evils and unfortunate things following inter-scholastic and intercollegiate contests. I believe that out of them come other qualities, but I am doubtful as to whether the physical damage is not greater than the physical good done. The good done is more along the lines of social and moral training. For instance, I do not know anywhere today where you can find the perfect cooperation exhibited in one of these contests in high schools and colleges. Today cooperation has become a necessary thing for success in all walks of life. Not long ago I was standing with a friend on a railroad station platform. The friend, who was an official of the railroad, told me he knew the engineer on the train that was just coming in, and he predicted just at what point this engineer would bring his engine to a stop. He added that the engineer was the best engineer on the road, but that today he was making his last run. Sure enough, the train stopped within a few inches of the spot indicated by my friend, and I asked why such a fine engineer should be making his last trip. "Well, he doesn't know how to cooperate with anybody else," was the reply. You know that the people employed in a factory or an office usually have a nickname for the boss or the chief. Well, I have sometimes thought that the people in my bureau if they have a name for me must call me "Cooperation," for that is what I am constantly preaching to my people. In contests we get perfect cooperation, in strange contrast to what you sometimes find among teachers in academic lines. We develop some rather wonderful qualities, but physically we do a great deal of damage. But in spite of it all I am still a believer in contests, and think we have in them a crucible into which we put our boys and girls, and they come out either frauds or honorable men and women.

"To know a boy you must play with him."

EDGAR A. GUEST.

Recreation and the Child

(Continued from page 598)

to the hour when he falls into Aunt Betsey Trotwood's arms, faint with hunger, but happy at having a home once more. Child-hearts will rejoice with him as he looks from the window of his pleasant room and thinks how glad his mother will be that her little boy is safe from harm and want. Nestling in the snow-white sheets of his bed he thinks of all the places he had lain out in the night, a homeless, friendless little child. "I prayed that I might never forget the homeless," he said, as he drifted off into the world of dreams. Sad? No, for there is joy at the end, and many lessons of gratitude for a good home and reverence for God, to sink into child-minds. *Modern children need to be more grateful for their many mercies.* Once acquainted with "David," young folks will be pleased to meet little Nell, the Dombey children, Tiny Tim and a host of other immortals of literature. They will not say in after life, "I can't read Dickens."

BOYS' STORIES

The small boy will ever be a social problem, for he is a very unique institution all by himself, and yet he is more than the little animal that some folks consider him to be. Boys can be got to read and to profit by reading. It is true they have a very strong taste for games. The coming of the circus, once the event by which all the year was gauged, has now given place to the great national game. Modern literature for boys has been drifting into unwholesome channels simply because authors of juvenile stories forget the fascination of the simple games, and picture the hairbreadth escapes of outlaws or the ridiculous meanderings of Charlie Chaplin and his kind.

I protest against the all too prevalent idea that boys' tastes run to slaughter, deeds of piracy, blood and thunder and braggadocio. This sort of literature is pouring out into the market today in perfect torrents from a thousand writers who neither understand the boy nor love him, but do it because there's money in it.

Behold the cover of the average juvenile book of the kind we have in mind, with its "pictures of feathered savages and pirates and muscular pale-face heroes." One very sensible critic of such literature has said that—"most of these books are written by men who would curl up

(Continued on page 625)

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A

1924



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Self-Government on the Playground

Here is the plan for self-government as worked out on the Clarksburg, West Virginia, playgrounds. The story is told in the December issue of *The American City* by Harrison G. Otis, City Manager of Clarksburg, whose support of the recreation program in that city is making possible community-wide activities.

"This past summer we made each of our neighborhood playgrounds a sort of self-governing junior town. The enrollment on the several grounds varied from 300 to 800. Every youngster was a voter. Primary elections were held. Opposing tickets automatically appeared, and in most cases, chivalry notwithstanding, there were contests between boy and girl candidates. At the final elections each playground chose a council of nine members and selected two representatives to the playground legislature. The playground leaders, employed by the city, served as city managers, thus varying a bit from the "grown-up" plan, for obvious reasons. Then followed the appointment of the usual officials—clerk, treasurer, police chief, judge, health officer, city engineer, recreation director, and so on, with such variations as local councils determined.

"It worked. Rivalry was keen, but good sportsmanship prevailed. One councilmanic candidate campaigned against himself in order to qualify for police chief. One newly appointed engineer produced plans for improving his playground, and with his assistants did an excellent piece of work. Health officers appointed sanitary inspectors who soon made soap and water popular. Nurses with first-aid kits healed bruises and scratches. Problems of discipline handled them-

selves; for, as in real life, a 'roughneck' may often be turned into a good policeman.

"Unsuspected originality developed, and budding leadership was given its chance. One playground produced an orchestra. Another arranged a city-wide doll festival with an exhibit of handcraft as an added feature. Interplayground relations were handled by the legislature. The recreation director served as governor, the leaders as senate, and the house of delegates was elective. A better grounds contest, with a large piece of apparatus as the prize, was very effective. Tournaments and leagues playing volley-ball, speed-ball, horseshoe and other games, winding up with a playground field day, tied the several units together and developed competition with its vital lessons of loyalty, fair play, and how to take a trimming with a smile."

The Movement for Universal Physical Education

(Continued from page 599)

men, and that is of course their first responsibility. However, many of their leaders now feel that there is need for developing strong support for some important measure in the interest of public welfare such as is represented by the universal physical education program. Do not be discouraged, therefore, with last year's lack of success in getting legislation through. The legislation providing for vocational training was worked for ten years before it was finally enacted. This movement for universal physical education is not yet three years old. So we need not be discouraged, but keep on working, knowing that the time is surely coming when every child in the public schools shall have a regular, comprehensive, sane program of physical education.

Recreation and the Child

(Continued from page 623)

and die of fright if they met one of their own creations."

The Indians, we venture to say it, were often more normal than they have been represented in such books. You probably recall a story in one of Jacob Riis' books where he tells of the first English composition of a Russian child. It reads:

"Indians do not want to wash, because they do not like water. I wish I was an Indian."

But need we say more on this topic to emphasize the thought we had in mind to bring home to you?

As we said at the beginning of this talk, the welfare of the children of this land is a matter of the highest concern to everyone who loves our country and desires the perpetuity of its institutions. We have nothing but love for children, wherever they chance to open their inquiring eyes to the light of day and to God's handiwork in the created order, but we love in a particular way the children of our own land, the children of America, those who whether of native-born or foreign-born parents shall hold in their hands the destiny of our common country in the years that are to come. We are especially hopeful that whatever else may come to our nation, it shall never cease to be to the children of each succeeding generation, a land of opportunity, a land of high ideals, a land of righteous peace and of noble contentment. Great indeed is the privilege of the American child—the citizen of tomorrow.

"Have you ever given a moment to this great thought?" says one of our noblest promoters of child welfare. "The young people of America are the heirs to all the values of the ages, and what a marvellous heritage that is. They are of a certainty, too, the men and women of destiny. In their hands, in a short time, will be all the interests of life and those that concern eternity. Religion, system of government, the armies and navies of the world, that even now are shaking earth and sea and sky in the thunderous throwing of the 'grim dice of the iron game,' the ceaseless breathings of the mighty engines of our industries, the passing ships of commerce, swift almost as the lightning from shore to shore, the courts, the schools, the philosophies, the arts, literature, the knowledge of natural forces and the power of their application—all

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will be theirs. And they must be fitted for their mission. For this reason the citizens come and deliberate together; for this reason they pile the public gold whereby to raise the school walls; for this reason they call scholarly men and women to guide and rule; for this reason have the book presses been groaning in labor this many a year, and for this reason are eager searchers of enlightenment going down to the sea and into the earth and up in the sky seeking new truths to bring back for their betterment."

Book Reviews

CHILD LABOR AND THE CONSTITUTION, by Raymond G. Fuller. Published by Thomas Y. Crowell Company, New York. Price, \$2.50

"What is child labor? Essentially it is the labor of children that deprives them of a fair start in life, in terms of health, play, education, and suitable work under home and school auspices or supervision, for there is a vast difference between *child labor* and *children's work*. Equally, child labor is the labor of children that deprives them of their rightful opportunities of living the life of childhood, fully, happily, in the only time of childhood. So we can say that taking children away from certain kinds of labor is at best only a partial solution of the problem, and that bringing to children the life they ought to have is at least a partial solution in itself. Not an unoccupied but a well occupied childhood is the aim of child labor reform; it is also a method, the method of overcoming evil with good."

This positive point of view, which persists throughout the book, makes it perhaps the most forward-looking contribution to the child labor problem which has yet appeared. There are seven chapters:

1. The Children of America, giving a brief résumé of the history of child labor reform movement
2. Rural Child Labor
3. Urban and Industrial Child Labor
4. Child Labor in the Schools
5. Laws and Legislative Standards
6. The Problem of Federal Action
7. International Legislation

The preventive and constructive measures which Mr. Fuller has outlined depend not only on state and federal legislation but on local community organization and action. It is not the responsibility of the few but of all.

REPORT OF THE CHILDREN'S BUREAU, Government Printing Office, Washington, D. C.

The Eleventh Annual Report of the Chief of the Children's Bureau for the year ending June 30, 1923, lists among other activities the work which the Bureau is doing through the recreation specialist recently added to the staff. A brief manual of games for organized play has been published and a handbook of games for the blind is under way.

"Recreation," says Miss Grace Abbot, Chief of the Bureau, "is of fundamental importance in a program for children whether considered from the standpoint of health, of education or of social adjustment. It is perhaps even less within the control of the individual parent than health or education, a plan of how the play needs of children can be adequately met remains to be worked out by most communities."

PHUNOLOGY, by E. O. Harbin. Cokesbury Press, Nashville, Tenn. Price, \$1.25

This book, compiled by E. O. Harbin, Superintendent of Recreation and Culture of the Epworth League of the Methodist Episcopal Church, South, was published because of the recognized need for suitable material for church recreation programs. It offers, however, programs for the home and for community organizations of all kinds. One thousand games and entertainment plans are suggested and programs are offered for every month of the year.

WHAT IS PROFESSIONAL SOCIAL WORK? by L. A. Halbert. The Survey, 112 East Nineteenth Street, New York City, Distributor

This book grew out of studying the question as to who should be entitled to be members of the American Association of Social Workers. Mr. Halbert constructed the chart which is the basis of the book and presented it and explained it at a meeting of the Kansas City Chapter of the Association. So much interest was aroused and so many requests came for its publication that the study was elaborated and put into book form. So searching and scholarly is the matter that social workers in all

departments have been interested and the book was reported at the National Conference of Social Workers as a "best seller" in its field.

The author defines social work as "the business of producing, changing or adjusting social organization and procedure in the interests of human welfare according to scientific standards. The elemental steps in the processes of modern science are the steps in case work, group work and organization work. In every case the process begins with investigation, proceeds to analysis and conclusions, crystallizes these conclusions in writing spreads the ideas, applies them to a concrete situation and tests the result." Mr. Halbert succeeds in showing the fundamental science in the approach of the social worker in diverse phases of social work and the essential unity within the profession. Not less encouraging is his summarizing chapter, "Social Work as a Movement," which, while not claiming results which time has not yet proved, still shows the trend of improvement due to social work activities. "These examples are encouraging but we have as yet only a hint of what results may flow from putting society on a scientific basis. There is no reason why we should believe that the results of social invention will be less sweeping than those of mechanical invention."

NEW YORK WALK BOOK. Published by the New York American Geographical Society, New York City. Price, \$2.00

The sad fate of the New Yorker in living in the second largest city in the world has been greatly mitigated since the publication of this book which points the way to the most fascinating out-of-door beauty spots, some of which may be reached by less than an hour's travelling. Walking trips in Westchester County, the highlands of the Hudson and the Ramapo, northern and central New Jersey, Long Island and the Catskills are all outlined; detailed directions are given for reaching the districts described and for following the trails. In addition there are illuminating maps, lists of outing clubs in New York and of equipment necessary for the trail, directions regarding fire loss and other data which the hiker should have.

The New York Trail Book is the key to the treasure chest of happy, outdoor hours for the fortunate New Yorker!

SHEET METAL WORK. By Trew and Bird. Published by the Manual Arts Press, Peoria, Illinois. Price, \$.85

Many interesting problems for the boy who enjoys working with his hands are presented in this publication. Directions and plans for making seed boxes, canteens, pails, scoops, window boxes, bread tins and a vast variety of practical articles are given in detail.

HOME HANDICRAFT FOR BOYS. By A. Neely Hall. Published by George H. Doran Company, New York

In this volume Mr. Hall has added another valuable book to his list of craftsmanship publications. All kinds of things for the home are described, from book-ends and bird-boxes to radio sets and toy motor trucks. There are over 400 photographs and working drawings accompanying the directions for construction.

THE BOOK OF SPORTS AND GAMES. Edited by Walter Camp, Thomas Y. Crowell Company, New York. \$2.00

Walter Camp, the author of *The Daily Dozen* has turned his attention in his *Book of Sports and Games* to the need of outdoor exercise, and within the covers of a single book has given us a résumé of golf, football, baseball, basketball and tennis. He also discusses boating, camping, skating, swimming, quoits, soccer, hockey, polo, bowls and other sports and games. Plans showing layout of courts and photographs accompany the discussions.

Mr. Camp's counsel throughout is, "Take as much pleasure out of doors as possible; there is nothing that can compare with fresh air."